

# Educational Supplement

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OLIVER LETWIN

## Testing issues

**'Mr Baker is attempting to reinstate the excellent - and about time too'**

As is well known, Mr Baker proposes to test children's achievements. And, as was all too predictable, this proposal has provoked a chorus of outrage from the educational establishment.

These complaints are intellectually worthless. But they have to be taken seriously because they are symptoms of everything that went wrong with British education in the 1960s.

The first objection is that people will compare one school with another and that this will be most unfair since one school is not the same as another. Of all the specious arguments made by educationists, this is probably the most specious. Naturally, one school is not the same as another. With different intakes, they will inevitably have different outputs. But this does not stop one making comparisons: it merely means that one has to exercise a little judgement when doing so.

If the results for a school in comfortable, stockbroker suburbia are better than those for a deprived inner city, everyone will know that allowances have to be made for different circumstances. But, by the same token, if the results of the stockbroker belt establishment are worse than those of the inner-city school, everyone will know that something is gravely wrong. And that is the real source of the complaint: representatives of the shabby sixties hate comparisons because they cannot bear to see anyone judged and found wanting.

The second objection - related but different - is that some children will do badly in the tests and be discouraged. Here, too, competition is

under attack - but this time it is competition between pupils rather than between schools.

This is another example of the soggy sixties. The idea that the poor dears cannot bear too much reality is part of the sickly-sweet "aren't we all doing wonderfully?" mentality that accompanied Britain's slide into mediocrity and insignificance.

One does not have to be a hard-hearted fanatic to acknowledge that the poor dears are, in practice, perfectly normal children who had better learn from the earliest possible age to come to terms with their own capabilities. If they are to be decent, upright adults, they will need to judge themselves by high standards, know what they are good at, and get on with it. It would be pointless for them to attempt to perpetuate a myth propagated by their teachers that "better" and "worse" do not exist, and that they can do anything they feel like at the drop of a hat.

The great advantage of the tests is, precisely, that they will foster the two sorts of competition - between schools and between pupils. This will instill in teachers and pupils a healthy sense of reality, keeping both on their toes, and making them try to excel.

Excellence became unfashionable in the sixties with disastrous results. It came to be regarded as a dirty word representing a dirty concept. As a result, the attempt to excel all

but disappeared, to be replaced by a dispiriting and soul-destroying mediocrity. Mr Baker is attempting to reinstate the excellent - and about time too.

Of course, the representatives of the sixties have a thing or two to say about this. The tests, they claim, will encourage high standards in a few subjects only at the expense, *horrible cliché*, of "narrowing the curriculum". Bredth, they say is the breath of educational life - slim down the curriculum, and children will emerge as narrow-minded little philistines, without a single humane attribute.

The proper response to this attack is scorn and derision, because it is not the tests that will narrow the curriculum, but teachers who use them wrongly.

In good schools, the relatively simple skills that are subject to universal tests will be taught as a matter of course and pupils will take them in their stride. Only in bad schools, where the basic skills are not taught and learned routinely, or where teachers choose to sacrifice all-round education to the pursuit of high grades at all costs, will the tests distort the curriculum.

The most interesting point about these complaints is that they reveal a deep divide between the educational establishment - the teachers' unions, professors of education and other assorted educationists - and the layman.

Go to a bus stop or a work canteen, and you will find a perfectly robust, common-sense response: of course there ought to be universal tests in basic skills, just as there are tests in anything else we really care about, from driving to medicine. Only among the composition - still infected with the ideas of the sixties - is there a continuing resistance.

Perhaps, underneath all the spurious reasons for this resistance, lies a fear that the imposition of universal tests will at last let the cat out of the bag, and reveal the dreadful truth that our children are not acquiring basic skills. This is a truth which the Assessment of Performance Unit has been pointing out for years and which briefly saw the light of day when Jim Callaghan spoke up, but which the educational establishment has been doing its best to hush up ever since.

It is a shame and a disgrace to our nation. And it is something that we need to face before we can hope to overcome it. Mr Baker's test will serve the purpose admirably: we have a prayer that the layman will triumph over the in-bred, decadent cognoscenti.

### NEXT WEEK

#### Baker in the US

Barry Huggill joins Kenneth Baker on his study tour

#### Pay as you learn

Is the booming market in education extras trading on ignorance and fear?

#### Rising rolls

TES reports on look at areas where education authorities are having to cope with a population boom

#### Psychology

AH Halsey reappraises Skinner and Jensen

#### The Times Network Systems

Mike Thom reviews electronic and database services for schools

#### Extra

Travel

## Parents claim 'favoured heads' own children

by Jeremy Sutcliffe

A fierce new dispute over school admissions has broken out in Doncaster where the local education authority has been accused of showing favouritism towards children of its own employees.

The dispute threatened to intensify this week after Doncaster's deputy director of education, Mr Gordon Crompton, admitted that five out of eight children who were the subject of successful appeals were sons and daughters of a head, three deputy heads and an education adviser.

Mr Crompton accepted that it was "a remarkable coincidence". But the Lea has been cleared by the Education Secretary of contravening its admissions procedure.

The dispute involves Hayfield comprehensive, a mixed 951-pupil school, which has a planned intake of 154 pupils. The school intake has been reduced from 180, which had been normal in previous years, say the parents.

Under the L.O.'s admissions procedure, all 121 applicants who lived inside the school catchment area were given automatic places. So were 22 children who lived outside the catchment area, but had older brothers or sisters at the school.

That meant the authority had eight places left for 39 applicants. The 31 who were refused places subsequently appealed. Only nine of the five children who are the subject of the complaint went to one of Hayfield's usual feeder schools.

The head and deputy heads involved are employed by Doncaster education authority, but the adviser works for a neighbouring authority.

On Wednesday, the parents hired a coach and took their protest to London, visiting Downing Street and Lambeth Palace to try to rally support and hand in petitions.

Another dispute involving the parents of three children fighting for places at St Clare's comprehensive school in Stansted-le-Hope, south-west Essex, has been taken up by local Tory MP, Mrs Theresa Gorman, who has accused Conservative councillors of having "got down on their knees to socialist policies".

And in Northamptonshire, parents of six children have employed a private tutor while they continue their campaign to enrol the children at Weavers' comprehensive in Wellingborough.

The Department of Education and Science this week tried to damp down parents' expectations raised by the Secretary of State's open enrolment policies, pointing out that the legislation is not due to come into effect until September 1989. Parents who opted to keep their children away from school could also be subject to inspections and school attendance orders, a spokesman said.

The complaints of parents of the 23 children who failed to get a place at Hayfield on appeal were referred to Mr Baker earlier this month, but he has replied that he has no powers to intervene under current legislation.

Now the parents are taking their case to the local authority ombudsman, claiming maladministration. Mr Crompton, however, denies there has been any breach of procedure. "I accept that this is a remarkable coincidence. But one does expect to find teachers more heavily represented in appeals cases because they know how to make their case."

This week several other parental choice disputes are continuing around the country. In Dewsbury, West Yorkshire, the extreme right-wing British National Party has postponed a planned march through the town centre in support of the parents of 25 white children who are refusing to accept places at Headfield School, where 85 per cent of the pupils are of Asian origin.

An offer of support by 73-year-old Doreen Lady Hildon, known for her right-wing views on immigration, has been turned down by the parents, who have also condemned the BNP's planned march.

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Chain reaction: Kenneth Baker examines a mechanical robot at the School of Co-operative Technology in New York City

## Bench-mark tests backlash threatened

Government plans to introduce benchmark tests for 7, 11, 14 and 16-year-olds could provoke a backlash from parents, including possible civil disobedience, if the testing is legally enforced.

The threat emerged at the annual conference of the Campaign for the Advancement of State Education in Buckinghamshire last weekend, when several parents said they would refuse to allow their children to be tested if results were used to measure pupils' and schools' relative performance.

There was overwhelming opposition to the principle of testing, and CASE is now to ask the Education Secretary to drop the idea. CASE is likely to counter any Government decision to go ahead with benchmark assessment with a challenge to give parents the right to opt out of the tests.

Members at the conference pointed out that if the Government is serious about parents' rights, it will have to take account of their objections.

The challenge could give the Government serious difficulty because there is no obvious penalty for children who fail to sit the proposed tests. The Government has said that the tests will not be used to select pupils for popular schools, grant-maintained schools and city technology colleges.

The challenge is being led by Mrs Barbara McLaughlin, vice-chair of

Bath CASE, who chairs the initiative, including threatened civil disobedience, has the support of parents' leaders in Avon.

"I'm not prepared to have my child's future laid on the line based on one day's testing," she said. "Are parents going to be allowed to see examples of what the benchmark tests are? Will there be coaching?"

Although several other parents supported civil disobedience as an ultimate

CASE annual meeting, page 12  
More reaction, pages 14 and 15

deterrent, CASE is still planning its hopes on the Government dropping the testing altogether, along with its opt-out and open enrolment proposals.

At the group's annual general meeting, on Sunday, a motion from Bath CASE calling for the testing proposals to be dropped was passed unanimously.

A mixed response to the Government's education reforms has come from the National Confederation of Parents' Teachers' Associations. It rejects open enrolment, saying it will reduce choice, endanger good schools as well as bad, and disrupt efficient school planning. It welcomes devolution of financial management to schools, but says the proposal should not be rushed through.

## CTC head to visit New York

from Barry Huggill in the United States

The newly-appointed head of the country's first city technology college in Solihull is to be sent to New York to gain first-hand experience of schools offering specialist science and technology courses.

The decision to send Mrs Valerie Bragg, 44, to the United States follows Mr Kenneth Baker's week-long visit to several schools in inner city areas which offer such specialist courses.

Mrs Bragg, currently head of Stourport-on-Severn comprehensive school, could face a pay cut when she takes up her £26,000-a-year post in January. But it is believed the Harrow Trust, the main sponsor of the CTC, will "top up" her salary.

Before starting her new job she will almost certainly visit the Manhattan Centre for Science and Mathematics in Harlem which has gained a reputation for excellence.

Mrs Bragg could be the first of many British teachers to be sent to the United States to study the American system. Teachers from American "magnet" schools - centres of excellence - will also be invited to the UK to explain their methods.

Foli story of Mr Baker's visit page 5. New CTC study, page 3

## NOTICEBOARD

### PEOPLE

Paul Farmer is the new head of Sedgill school, south-east London. He was formerly head of the Ick Sheppard school in Tulsa.

Richard Hugh Moore, joint head of Seaford school, Surrey, to be head of Ripon Cathedral Choir school.

Colin Gough, deputy head of Chesham prep school, is the new head of St Mary's school, Lincoln. In succession to Jane Jamieson, who will become head of Bristol grammar lower school on the retirement of Darra McElroy in January.

Mrs J Wells is the new head of Rushmore Hall primary school, on the amalgamation of the infant and junior schools. She was formerly head of the infant school.

### CONFERENCES

September 18-20  
1987-92 regional priorities and national initiatives of the Focbel Institute College, London SW15, organized by the Association for Recurrent Education, with Gerry Fowler, Tim Brighouse, Alison Cornish, Keith Hampson and John Pearson. Fee: resident £50 (members £45), non-resident £30 (members £25). Saturday only £18. Details from A. McMahon, 18 Thackley Old Road, Shipley BD18 1DD.

September 25-27  
Politics Association and University of Bristol Department of Extra Mural Studies conference at Burwell, the University of Bristol conference centre, on The Politics

of welfare, with Peter Townsend, Doreen Lady Hildon, and Paul Farmer, and Challenges facing political education. Fee: £54 (resident), £38 (non-resident). Details from Derek Smith, senior lecturer in adult education, Department of Extra-Mural Studies, Wills Memorial Building, Queen's Road, Bristol BS8 1JR.

September 25-27 and October 15  
Two conferences organized by the Institute of Contemporary British History. The first for sixth-form teachers at Churchill College, Cambridge, is on Teaching post-war British history, with Peter Hennessy, Christopher Andrew, Anthony Seldon, Stephen Haworth, Keith Kyle, Robert Rhodes James, David Walker and Martin Holmes. The second is for sixth-form students on Prime ministerial power at Friends House, London NW1, with Peter Hennessy, Anthony Seldon, David Carlton, David Walker, Philip Whitehead and David Kewenig. Details from Pippa Lewis, 30 Stone Lane, Lydiate Mill, Swindon SN5 9LD.

October 6  
Getting our act together: the Royal Association for Disability and Rehabilitation and the National Union of Teachers' conference to discuss the effectiveness of the 1981 Act with particular regard to children with physical disabilities at Hamilton House, London WC1. Fee: £20. Details from Jane Morrison, RADAR, 25 Mortimer Street, London W1N 8AB.

October 10  
National total communication conference for professionals and parents of deaf children organized by the North of England Total Communication Group at the University of Leeds with Don

Hicks, vice-president of Gallaudet University, Washington DC, Dennis Child, Lionel Evans, Dawn Edwards, Leslie Kingham, Derek Simmons, Clark Denmark, David Scott and Chris Green. Tickets £10 from Alma West, Northern Counties Deafness Research Unit, Northern Counties School, Great North Road, Newcastle upon Tyne NE2 3BB. 091 281 5821.

October 17-18  
Living with change in education: a practical course for staff in schools and colleges organized by Bridgewater College, Somerset Area Management Centre, Fee £21. Details from John Armitfield, Somerset Area Management Centre, Bridgewater College, Bath Road, Bridgewater TA6 4PZ. 0278-455464.

October 28  
Women work and equal opportunity for decision makers, training and personnel managers and educators in the north-east of England at the Royal Station Hotel, Newcastle upon Tyne. Fee £15. Speakers include Kay Smith, Ann Cooke, Brenda Hancock and Liz Bargh. Details from the Women and Training Group, GLOSCAT, Oxtails Lane, Gloucester GL2 9HW.

November 4  
Work experience and the curriculum of Manchester teachers' centre, organized by the Careers Research Advisory Centre for teachers, lecturers, trainers, careers officers and other staff concerned with experience schemes organized by schools and colleges as part of YTS, TVET, BTCE, City and Guilds and school programmes. Fee £46. Details

from CRAC, Sharon House, Castle Park, Cambridge CB3 0AX.

November 7  
Handwriting problems in mainstream education organized by the Handwriting Interest Group of the London Institute of Education, with Gay Hill, Myra Tingle, Diana Montgomery and Dr Harry Chesley. Details from the Institute of Education, Room 417, 20 Bedford Way, London WC1H 0AL. Fee £15.

November 16  
Energy and the environment: The UK Atomic Energy Authority is organizing an essay competition on the theme of Energy, the environment and you. It is open to anyone between the ages of 11 and 18 and there is a choice of three titles designed to encourage science and arts students. Closing date November 16. Details from the UK Atomic Energy Authority, 11 Charles Street, London SW14 4QP.

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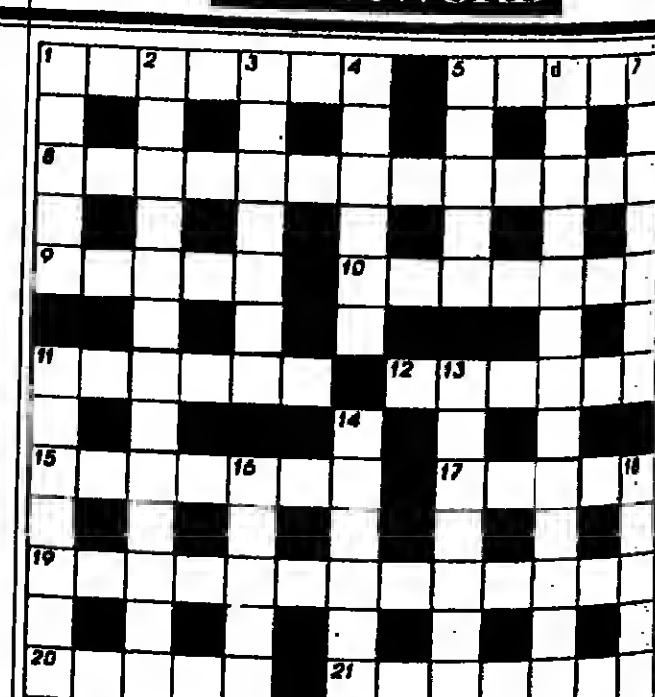
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## CROSSWORD No 323



Across  
1 Book to see actor  
composer (7)  
5 Medical substitute  
(5)  
6 An indication of a  
successful first im-  
pression? (6, 7)  
9 Gift has love in her  
heart? (5)  
10 Right-wing extreme-  
ist is twisting facts  
around? (7)  
11 This club needs a  
licence (6)  
12 I'm not one to  
waken (6)  
13 A shade reserved  
for fans (7)  
17 Admit everything  
with a cry of pain (5)  
19 Everyone is pun-  
ning in this course (13,  
2, 4, 4)  
20 How, already, said

up (5)  
21 A stock there's no  
immediate demand  
for (7)  
13 Wander, heading  
Middle East (5)  
14 Workers' associa-  
tions in union  
connection (7)  
15 How in a new engine (5,  
2)  
16 Turn by the widow  
taken out by a  
gardener (5)  
Solution to puzzle 322

Down  
1 She's among the  
meanest and  
greatest of women  
(5)  
2 Gift comes a crop-  
per in Zambia (8, 5)  
3 Badly teasing con-  
nection (7)  
4 A number away  
from work, just this  
time (3-3)  
5 Their orders are  
primed (5)  
6 Dangerous con-  
dition of an author  
after shocking re-  
velations (10, 3)  
7 Minor job to be ordered  
to supervise (7)  
11 A spitter, possibly

saved Bruce from it  
(7)  
17 Wander, heading  
Middle East (5)  
14 Workers' associa-  
tions in union  
connection (7)  
15 How in a new engine (5,  
2)  
16 Turn by the widow  
taken out by a  
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Solution to puzzle 322

### THIS WEEK

COMMENT  
PRIMARY  
SCHOOL TO WORK  
NEWSFOCUS  
VERSUS NEWS  
LADIES  
TALKING  
FEATURES  
REVIEWS/ARTS  
RESEARCH/MEDIA  
PERSONAL COLUMN  
NOTICEBOARD  
AND CROSSWORD  
CLASSIFIED



Blankett on Dewsbury



Rising rolls



Pay as you learn



## Making the best of a bad case

In a distinctly defensive speech in Manchester last week, Mr Kenneth Baker set out to respond to the almost universal criticisms which his national curriculum plans have evoked from the world of education.

If there was a querulous note at times, it was because Mr Baker is shrewd enough to know he must "prosecute and develop one of the greatest strengths of our schools - the competence, commitment and creativity of our teachers". It is difficult to know where to find any body of professional opinion which supports Mr Baker in what he now proposes to do about the curriculum.

A chief education officer, Donald Naismith of Croydon, in his educational administration has gone furthest along this particular road, and (as his article in last week's TES showed) he is by no means an uncritical admirer of Mr Baker's methods. What Croydon is doing remains extremely controversial, in spite of all the kind work which has gone into allaying teachers' fears and mobilizing professional support. But in Croydon it has been possible to argue that greater definition of the curriculum means greater political commitment to providing the resources to carry it out. That is something Mr Baker has never dared promise. Perhaps he is too honest; perhaps he knows that the reform package, taken as a whole, is intended to curb public spending and rely on private fund-raising to make up the growing deficiencies.

As the Revd Paul Nicolson pointed out to the annual conference of the Campaign for the Advancement of State Education (page 12), there is a disagreeable hypocrisy in making odious comparisons between private and state education, without pointing out that the unit costs of the independent sector are, on average, one third higher than those allowed to the maintained schools. Of course in the case of the HMC schools (mooting this week in

Cambridge) the discrepancy is even greater.

What Mr Baker had to say about testing at 7, 11 and 14, was an attempt to present this as "a combination of assessment and testing" - not a pass/fail exam like the 11 plus but an assessment against national objectives. What relationship these national objectives will bear to "benchmarks" and why, if you set up national objectives which pupils either achieve or fail to achieve, this does not constitute a pass/fail standard is not at all clear. Of course, now Sir Cyril Burt is emerging from the shadows once again, you could scale every pupil's exam mark against his or her IQ and let pupils compete against themselves.

Or could you? What is fairly certain is that Mr Baker doesn't know how to do it, and his professional advisers in the Inspectorate are out of sympathy with the kind of testing Mrs Thatcher wants. Mr Baker evidently hopes for great things from Professor Black's Task Group on Assessment and Testing. After having a little fun with Mr Gradgrind and his thirst for facts, Mr Baker repeated: "There will be a combination of assessment and testing and it will be based on the best possible advice". We must beg leave to question this. The best possible advice - the advice which would be most widely respected among experienced professional educators - would be to steer away from this minefield and avoid the damage it threatens to do to the practice of good education. Technicians can devise and apply tests, but what is important is the previous question: do we want this national apparatus of assessment in the first place?

Among Mr Baker's aides was a reference to the National Curriculum Council *a propos* fears of rigidity and ossification. The Council, he said, will have a continuing remit to keep the curriculum under review. "In this way, constructive change will actually be encouraged." Those are exciting words

which were no doubt mullered over at the Schools Curriculum Development Committee's three-day meeting which closes in Leeds today. The SCDC is promised a new lease of life as the Curriculum Council's research and development arm. The ominous overtones arise from the precarious nature of such a role, given the politically contentious nature of a state-prescribed national curriculum and the tensions which will inevitably develop between the Council and the DES.

Mr Baker tried valiantly to justify omitting religious education from the list of foundation subjects. Leaving it out didn't mean it came last in order of priority: "it comes first" because it is "already part of the national curriculum". Not even Mr Baker's charm and persuasion can get that lame horse to the starting gate. The reason why religious education was left out of the exemplary time allocation can only have been that to put it in would have shown that the time budget didn't add up. Ministers must have known that its omission would cause a furor but assumed they could just ride it out. No wonder Mr Baker is on the defensive.

On one sentence of the speech, however, Mr Baker can be congratulated without reserve: "There is", he said, "no place in my proposals for Government-prescribed textbooks. That would be quite alien to our tradition". This is fine. The only trouble is that Mr Baker has only to deny it will happen to set up dark suspicions that this may already be embarked upon as the next rabbit to leap out of the hat. "That would be quite alien to our tradition" he says in a masterly phrase. It is only a year or two since Secretaries of State said exactly the same thing about a national curriculum - see Sir Keith Joseph's famous Sheffield speech. A betting man would now set about getting the best odds on Mr Baker (or a successor) eating his words all too uncomfortably soon.

## COMMENT

### Looking for a quick fix

Mr Kenneth Baker is not the first British educationist to tour the United States in search of a quick fix (page 5), and he won't be the last. The American schooling system shares most of our problems to an even more conspicuous degree and, though it has been no more successful in finding universal solutions, it is refreshingly eager to search for them.

It is this willingness to give-it-a-go on the part of school boards, parents and state legislatures alike that lifts the visitor with an exhilarating feeling that everything is possible. Like the rest of us, Mr Baker is impressed by the magnet experiment and, like most of us, his whistle-stop guided tour doesn't take in the other Bronx's creamed-against schools, only the show-piece High School of Science.

Even so, there is no denying that the magnet schools are among the most attractive and fruitful of American innovations. Though some have just aimed at the neighbourhood's brightest, those which have set up as subject specialists have had the more socially-conscious aim of remotivating drop-outs. It is the success of this exercise which has had black and white parents the length and breadth of New York clamouring for entry for their children and thus, inevitably, reintroduced selection. Mr Baker will draw his own conclusions on open enrolment.

But the more important lesson is that the magnets have achieved a racial and social mix by attracting parents like bees to honey, rather than by bussing or other local authority dictates. Unwilling to think they way past the creaming issue, that is a lesson which less flexible British cities have failed to latch on to quickly enough. They ought to be regretting it now that



Mr Baker is using his central government powers to introduce projects better left to local innovation and control.

At least one American state has responded to the success of its magnets by promising to extend the scheme to all of its schools. Presumably when all the magnets cancel each other out a new equilibrium is established. At least it has been shown that there is a more constructive approach than refusing to boost any schools in case the rest suffer.

Perhaps if the inner-city local authorities had been a little more willing to introduce variety to attract parents and pupils, they wouldn't now be alighting dike in the face of competition from city technology colleges and grant-maintained schools. Is it too late, for example, for Newham and the Inner London Education Authority to create a few docklands magnets of their own that would boost the chances of the indigenous dockland families and attract the more affluent now settlers?

The London Compact (which the ILEA did import from the States) is a very good start, but otherwise Geraldine Hackett's report for News Focus (page 19) confirms a somewhat nega-

tive local authority assumption that the new arrivals will go for private schooling or a dockland CTC.

If the ILEA doesn't fight on this front, maybe Tower Hamlets would be justified in choosing to opt out when it gets the chance, in order to tailor a system for all its population. It would be ironic indeed if the formula-funding also built into the new Act prevented that sort of local authority policy initiative. After all, Mr Baker is currently admiring state rather than central government successes in the US.

### Pay-as-you-learn?

There have always been parents determined to buy more learning for their children than the education service provides and it is no surprise to find the market in education extras is booming (page 26). The tendency for families to have fewer children and spend more on them has resulted in increased sales of everything from toys to toys.

It is only to be expected, then, that commercial interests should now turn their attention to education products and services. In so doing, there is no doubt they have enjoyed a fair wind. The much-publicized difficulties of maintained schools must have seemed a good omen. But it would be a mistake to dismiss this growing market as simply the cynical exploitation of parents' fears.

It is true that some polls suggest that parents are largely happy with their child's school and reject the general hue and cry against education as it applies to them and theirs.

But while teachers still enjoy a considerable degree of personal good-will, there is a widespread conviction among parents that their own child's full potential is not being fully realized in school. In many cases it is that barrier

and their unique knowledge of that child rather than the pious about standards generated in the newspapers, that sends the parent to the private and commercial providers.

Teachers tend to view such expectations with some suspicion and, in general, schools are very hard at listening to their customers whose individual anxieties have now been collectively voiced by Mr Baker. He also believes that many pupils are not achieving their full potential.

The world awaits Mr Baker's pronouncement (another "consultation document") on what the Government regards as educational essentials, extras and the limits of the free service. The obvious willingness of many parents to pay for education and the logic of Mrs Thatcher's views on the free market, personal responsibility and go-getting freedoms, mean it is only a matter of time before "alternative sources of funding" are being openly touted in education as in the beleaguered health service. Indeed, as every parent and school fund-raiser knows, they are already with us.

A full and free education service will only be funded if it enjoys popular support. The lesson the service needs to learn urgently, therefore, is how to sell itself - its values and its methods - as never before.

### no comment

"There would be a 6 point mark scale 0-5. A mark of 0 would be a performance below the mark of 1. A mark of 2 would be a performance better than mark 1 but not worthy of 3 and similarly a mark of 4 would be a performance better than mark 3 but not worthy of mark 5."

From the Midland Examining Group Science, Advisory, Group recommendations.

## Second opinion

### Gloves off against the Baker Bill

David Hargreaves (Getting the Measure Right, TES September 11) is circumspect by half. He seems to have persuaded himself that our best chance in the present dire situation is to grovel. He cautions against "self-indulgent hand-wringing" and "thoughtless denunciation" lest we discredit ourselves and "exert no influence".

Of course, being able to exert some influence is what it's all about and a possible justification for denunciation, and even some hand-wringing, could be the conviction that the Education Secretary's consultative process is sham, that his subject working group are nobbled and that nobody's listening anyway. Mr Baker is looking out the windows of Elizabeth House watching the trains. Why should he worry? He has a mandate and a whacking majority.

Dr Hargreaves asks six questions and he seems, despite his determined reasonableness, to have some thorough reservations in respect of all of them. If he has to content himself with "reaching instant conclusions", why is he not using his considerable rhetorical and literary gifts to enlighten and enlighten the whole "instant" reform exercise and in particular the "instant" response procedure?

Those of us who feel, as Dr Hargreaves seems to, that the Baker Bill is, in the whole, a monumental disaster for education, have no option but to adopt the highest possible profile and to commit ourselves might and main to destabilizing the Secretary's State. Why personalize the issue? Because he is all we have to aim at. He is only interested in listening to arguments that might help him avoid a personal debacle. Why should we hide our rage? The fight is dying.

We must make plain that we war horses are not going to drink at the trough. He believes he has broken the teachers; he now intends to break up the whole intricate and tender fabric of education and achievement of the last 20 years - to turn the clock back to the halcyon days of the Board School and payment by results. Mr Baker regards us as weak and is counting on our being fools. The Tories have chosen education as the ground upon which to wage their latest assault upon our democratic freedoms and values. This is not a cheery university debate we are engaged in, or an academic ILEA curriculum seminar - it is a deadly political struggle.

Thatcherism is and always has been, hostile to the idea of an educated, distinct from a trained, populace. The trouble with this great debate is that educators enjoy debating and tend to espouse it as a way of getting things done. We fell for a political trick of no particular subtlety. We have achieved precisely nothing with all our talk. We are about to be buried beneath an apparently unstoppable ideological juggernaut.

Where Dr Hargreaves is certainly correct is in his judgement of the consequences of the arts failure to "match the co-operative approach of science". It is a failure that has its roots in unimaginative and lazy professional thinking that has now been exposed in politically disastrous ways.

The Gulbenkian Arts in Schools report argued the case for the arts with impeccable reasonableness and restraint, and Government was supposed to be much impressed. In fact, as Dr Hargreaves points out, the arts are likely to be "the poorest of the poor" under the new regime. So much for sweet reason. Mr Baker is currently one of the most exposed of politicians. He should not be appeased.

Malcolm Ross

Malcolm Ross is a senior lecturer in the University of Exeter School of Education.

## IN BRIEF

### Opting-out advice hired

Tory London boroughs planning to opt out of the Inner London Education Authority in 1991 have started to speed thousands of pounds on paying the way for separation.

Westminster City Council is considering spending up to £35,000 next year on hiring special advice, while Kensington and Chelsea has appointed Mr Jack Dawkins, former chief education officer in Barnet, as a part-time educational adviser. Wandsworth has also spent a "few thousand" on advice.

Meanwhile, Mr John Nudds, organizer for the controlling Liberal group in Tower Hamlets, has met Mr Kenneth Baker and Professor Brian Griffiths, head of Mrs Thatcher's policy unit. He stressed he had only been gathering information.

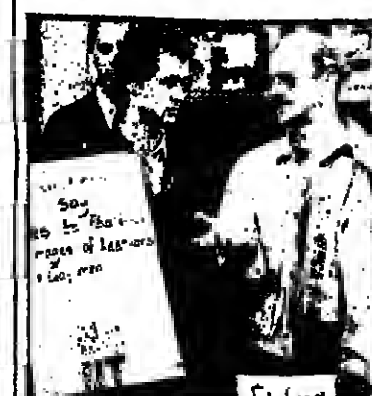
Officers from Hammersmith and Fulham have also been contacting other boroughs, including Wandsworth, about the implications of the opting-out proposals. The Labour borough is the furthest west of those covered by the ILEA and would be geographically "cut off" by the Tory councils' departure.

### New guidelines

Pupils should be taught about homosexuality without presenting it as an acceptable "norm", according to new guidelines on sex education in schools drawn up by the DES. This is aimed at L.E.s like Haringey - which promote positive images of homosexuality.

The guidelines - which follow last year's legislation giving governors more control over sex education - also says schools have a responsibility to teach pupils the law about underage sex, homosexuality and indecent assault.

Sex Education at School, Department of Education and Science, Ely House, York Road, London SE1 7PH



Messages of support: a Haringey demonstration which backed L.E.s. policy

### Flood of calls

The Open College switchboard has been inundated with calls since it went on air Monday. More than 200 calls were received in an hour, during the first live programme, Open Exchange, with 6,000 enquiries coming in during the day.

Enquiries about the Open College should go to the Open College, Freeport, PO Box 35, Abingdon, Oxfordshire, or telephone 0235-553444.

### Taster courses

A pilot programme of "taster" courses to entice people from industry into teaching shortage subjects was announced by the Government this week.

The scheme, sponsored jointly by the DES and ICI, initially will run four courses over the next six months.

### Setting priorities

Universities still need to pay close attention to teaching quality, Mr Robert Jackson, minister for higher education, told the Committee of Vice-Chancellors and Principals in Manchester. In his first major speech since taking office.

A long-awaited agreement on staff appointments and pay between the CTC and Association of University Teachers.

## Government to finance CTC feasibility study

by Ian Nash and Bert Lodge

The Government will foot a £30,000 bill for private consultants to explore the possibility of setting up a city technology college in Bradford and says it will consider similar requests from other cities.

Bradford Chamber of Commerce approached the Government last month with tentative offers of support from industry. This week a local agency, Ledn Consultants, was approved by the Department of Education and Science to carry out the feasibility study.

Mr Kenneth Baker, the Education Secretary, is keen to see a CTC in Bradford, which he included in his 20 preferred sites. But the DES stressed that this did not influence the decision to pay for the study.

A spokesman for the CTC unit in the DES said chambers of commerce in other cities were considering following Bradford's example and although DES aid was by no means guaranteed "the Department will respond to any requests that are forthcoming".

Nottingham's plans for a CTC received a considerable boost last week when the city council approved outline plans for a purpose-built school on a 4.5 acre site which textile millionaire Mr Hurry Djanogly plans to buy from Hunsford Trust, backers of the Solihull CTC.

Mr Peter Benwell, chief architect to the DES, will help a local firm of quantity surveyors draw up the plans. Planning permission is expected by late autumn and building should start by mid-February.

A review of planning approval will be that one more of the site is set aside for a sport and community complex. Public consultation starts next month to discuss plans to open the CTC for wider community use outside school hours.

Walsall could also have a CTC by the early 1990s following confirmation by the City Technology College Trust, set up by the Government to promote the schools, that it is interested in buying one of three comprehensive schools scheduled for closure.

The Government's stepping up of its search for CTC sites comes as independent schools have been warned that they will face increased competition

once state education is reorganized. Mr Martin Rogers, chief master of King Edward's School, Birmingham, and the new chairman of the Headmasters' Conference, the "club" for heads of Britain's top boys' public schools, said that competition would get tougher as the city technology colleges and grant-maintained schools which had "opted out" of local authority control forced standards up in the state sector.

Speaking at the annual HMC meeting in Churchill College, Cambridge, he said that, though the world looked good at the moment for the independent sector, its schools must recognize that it was just as important for them to change as for the maintained schools.

"We who support independence and claim to thrive on competition are in no position to complain. Indeed the blurring of the distinctions between independent and maintained schools is something which we should welcome in the national interest."

Despite the challenge, HMC schools had still never tackled marketing as distinct from mere selling. "We have done a little market research but we do not really know what sort of schools parents are looking for nationally..."

There are great shortages of places in independent schools in many large cities. We have made no attempt to open new schools. In other areas there is a lack of demand. We have also made no attempt to encourage schools to amalgamate.

Both the independent and the maintained sector need to know what parents were looking for. Mr Rogers suggested a joint project in co-operation with the DES to determine children's and parents' needs in various parts of the country.

He went on to criticize the national curriculum proposed by Mr Baker - saying most independent heads were ready to acknowledge the need for some central guidance on what should be taught. But more flexibility was needed than was apparent in Mr Baker's discussion document, he added.

"Mr Baker's present proposals look more like the strait-jacket they purport to avoid than the framework they claim to represent."



## Pupils scoop news prize

Some of the winners of The Times Network Systems newspaper competition for schools had the chance this week to talk front-page tactics with Sir Edward Pickering, vice-chairman of Times Newspapers, and Mr Charles Wilson, editor of The Times.

Sir Edward Pickering (left) chaired the panel which judged entries and at London's Waldorf Hotel this week, Charles Wilson presented prizes to the winning teams in the primary, 13 and under, and over 13 categories.

All the school newspapers had to be produced to strict deadlines on Newsday, July 9, and with micros hooked in through TTNS, they could pick up the some news agency copy that was going out to the national press, as well as generating their own stories.

The Wilmore Times front page splash "Raiders shot dead" was one of many entries showing the same professional judgement as Fleet Street's finest the next morning.

Bretton Wood School's computing co-ordinator Paul Springford said that it had been a revelation for some schools to be able to communicate with each other through the network. He knew of many schools where free Department of Trade and Industry moderns had been rejected or abandoned in cupboards because the schools couldn't afford the running costs.

TTNS plans two newsways a year in future, the next ones in November and March.

Newsday prize-winners (left to right) James Penfold, (Wilmore Primary School, Warwickshire), Nicola Taylor, (MEDU term, Bishop Grosseteste College, Lincoln), and Taty Eve (Bretton Woods School, Peterborough).



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## PLATFORM



David Blunkett argues that too many local authority leaders are reluctant to recognize that the fears and aspirations of white parents in areas like Dewsbury need to be understood and supported, in the same way as those of black parents



A multicultural society does not mean the elimination of differences but an understanding of them

## Facing up to the new realities

The controversy in Dewsbury has raised more than the issue of how Mr Kenneth Baker's proposed Education Act will work in practice. The question as to whether parents should have the right to opt out of Headfield School and send their children to Overthorpe has received enormous attention, but if some good is to come out of the affair, then it is important to delve into some of those areas which have only been superficially touched upon so far, and often from predetermined standpoints.

It would be a mistake to look at the issues arising out of this case purely in the context of the Government's own agenda for social and parental choice. Clearly it does put in stark relief the practical questions which will have to be answered if the legislation becomes law, but it does far more. It highlights the contradictions and muddled thinking through which many people refuse to accept that increasing choice for some can be at the expense of denying choice to others. Scarce provision, and certainly scarce resources to staff and equip that provision, inevitably mean that there will have to be machinery for determining who wins and who loses. Yet, in the case of the Headfield School, actual results, its curriculum, and religious direction—as a Church of England school and with a vicar as chairman of the governors—seem to have counted little with the parents.

It is difficult for anyone outside a situation to try to see inside the minds of those acting out the public scene. How the Asian parents feel about what is taking place, what impact it is having on the children, or about to go to Headfield School are all imponderable but important questions.

When I met it felt the children of parents who parade them in front of the television cameras and proclaim that not attending school is better than giving in and going to Headfield? Just who are the winners and the losers in this situation? Perhaps, above all, what is it that we can see in terms of the feeling and thinking, not simply of these parents, but thousands more whose fears and sometimes prejudices have to be considered, weighed and faced up to.

Shouting "racist", or "ignorant", will not do. If Mr Baker's Bill is to be discredited, then the aspirations and worries which he and his colleagues play on, have to be acknowledged and offered an alternative form of expression. Above all, we have to start asking ourselves what it is that we would do for our own children in terms of the place we live, the pressure we bring to

bear and the use we make of our knowledge of the system, that we would bring to other?

Somewhere behind all the marching and demanding, behind the undoubted racial prejudice which pushes the colour or ethnic origin of pupils to the fore, lies a crisis of cultural identity. Not as is often highlighted, for those of Asian origin alone but for us, the white British, half Christian majority. Muslim fundamentalists want separate schooling, not for its quality, but for its culture and religion—one and the same thing to them. White parents—some of whom have only just rediscovered their roots in Christianity—want a Christian assembly and carols at Christmas. Basically, at Headfield School they would have got them. It is nothing to be sneered at, and certainly the celebrations of the Christmas festival and the joy and fun which go with it, is something I would want for my own three small sons.

Complicating the various demands for "separate but equal" is our own history of denominational schooling. I have never believed in church schools, and I am fundamentally opposed to the establishment of Muslim schools because I do not believe that education should be restricted to the religion and culture of one single section of a multicultural community. To be fair to the Church of England—as at Headfield—the status of the church school does not preclude others from attending, nor does it necessarily put religious education in an over-weighted position.

This raises, of course, the question as to whether we are or should be a multicultural society? I believe we should, but it should include very strongly indeed the identity and cul-

being specifically English—the Welsh and Scots certainly have a better chance in answering "yes". So what do we do about it? The thought of a rootless, individualized, self-interested society based on Margaret Thatcher's "share-owning democracy", is a frightening one indeed. So for white parents in a predominantly black and Asian neighbourhood some of the questions must start very much at home.

For me it is crucial that where black and Asian children are in a minority in a predominantly white school, their interests, culture and religion are respected and developed. Both inside and outside school they must be assisted to retain their own identity while understanding and being able to participate in the life and experiences of the society in which they live. A "multicultural society" does not mean the elimination of differences but an understanding of them, which is why in a predominantly black or Asian school, the fears and aspirations of white parents need to be understood and supported. It is just the same way.

What is left of our culture in the 1990s must be retained and respected. Recognizing that being black in a predominantly white country is very much more difficult than being in a white minority at a particular moment in time, is not the same thing as trendy middle-class hand-wringing and abuse of those whose fears people are frightened to contemplate. For instance, try getting politicians and officers in education authorities to sit down and face these matters head on. I have tried and it is very difficult indeed to prevent

people ducking out or misunderstanding what you are trying to do.

If those who have always done well out of the system are not to continue doing so by using the choice available to them at the expense of others, then we on the Left of British politics need to face up to some of the realities of life and be willing to argue them in a way which does not dismiss the concerns of those we claim we represent. If we do so honestly and openly without intolerance or prejudice we might have a debate on our ground rather than on Mr Baker's. If we are not to see an even more divided society emerging in the next few years, reinforcing the present predominance of selfishness and greed, we are going to have to move swiftly. Time is certainly not on our side.

The imposition of a rigid national curriculum and central direction of the content of our teaching have all the features of political interference which Mr Baker so cleverly throws at some education authorities. The way in which history is being rewritten and values indoctrinated by some right-wing states in West Germany should give us great cause for concern. If we are to respond to individual and local needs then pupil-centred and not Whitehall-centred education has to be our aim. It is not simply a matter of concern for those involved as parents, teachers or workers in education but a question of the future nature of our society.

David Blunkett is Labour MP for Sheffield Brightside. He is the ex-leader of Sheffield City Council and a former lecturer at a college of technology.



Muslim fundamentalists want separate schooling, not for its quality, but for its culture and religion

## DIARY

### Follower of style

Mr Baker is very pleased by what he has seen of education New York style. I know this because every time I phone my wife to reassure her that you can walk the streets of Manhattan without getting mugged, she tells me what he has been saying on television. I gather that he has made no mention of the little problem the education board is having with its 19 building inspectors currently facing prosecution on bribery charges. You know the sort of thing—a word here, a nudge there and a contract for the new science classroom goes to the builder who just happens to be the brother of the inspector's wife. And it's not just the inspectors who are a bit dodgy. The head of the school caretakers' union is no longer with us since the Mafia arranged a "hit" following a misunderstanding over the distribution of goods and favours.

As for Mr Nathan Quinones, the man with overall responsibility for the city's schools, he has just announced that he is taking early retirement following a public outcry over the poor performance of pupils. And I am telling you this probably poses a point Mr Baker has been making all week—that the English, unlike Americans, are obsessed with the failures and problems rather than the successes. He clearly decided when in Rome to do as the Romans do.

### Four's a crowd . . .

It's not just Kenneth Baker visiting the US. Tom King is here as are Nigel Lawson and Geoffrey Howe.

This is bad news for the British Embassy staff who have to arrange accommodation, security and press coverage for the ministers, all of whom are keen that the folk back home get to hear, or even better see, what a wonderful job they are doing for Queen, country and Mrs T.

The headache for the embassy staff is that the permanent corps of British journalists are not bothered about the antics of the Cabinet foursome and would rather be writing about Ronald.

Of the four, Baker is by far the most popular because he has brought his own press party and "no one in the US has ever heard of him, ergo no one wants to kill him", which means no security man and a considerable saving to the cost-conscious embassy. Another bonus is that he hasn't brought his wife and is apparently going to help with the touchy problem of what to do with Lady Howe.

Ministers' wives are not encouraged on overseas trips as they cost money and a "programme of activities" has to be worked out for them. In the not very liberated world of the New York consulate, this boils down to "shopping expeditions", except for Lady Howe, who is booked to join us later in the week on a school visit. "She's interested in that sort of thing," an official told me.

### Peeping Ken

The Cabinet foursome has been told by her who must be obeyed that on no account, repeat no account, must they buy Spectator, which is widely available here. Not that Mr Baker can object as he is quite keen on telling the IEA what books they cannot buy for their schools. And if he chooses to come across a copy, purchased, entirely of his own accord, by his personal policy adviser, then who could blame him for having a quick skim through the pages?

BH

## NEWS



Boy from the Bronx: Kenneth Baker talks to a freshmen at the High School of Science

## Baker thinks we "can do" too

"I have seen the future and it works", is a misquote usually attributed to Sidney Webb who visited the Soviet Union at the height of Stalin's purges and discovered, or so he thought, Utopia. Mr Baker is not so rash as to say such a silly thing but one senses he would like to.

The Minister is here as the guest of his US counterpart, Mr William Bennett, who is determined to improve standards in schools and increase parental choice. To that end he would like to introduce a voucher scheme but has problems with the "educational establishment" who are not keen. "It's all so familiar," mused Mr Baker on the flight over.

Secretary Bennett has arranged for him to see a range of schools in New York, Washington, Chicago and Dallas—all with reputations for excellence. Most have rigid selection criteria and vigorous testing.

During his few days in the New World Mr Baker has taken to praising the "can do" attitude of the Americans. He has had unfortunate experiences with teachers in English schools who, he believes, have given in to gloom and despondency and are more concerned with their own conditions than with a desire to enhance their charges with a zest for knowledge.

Mr Baker has also found his own inspectors a little too complacent. He asked to be briefed on their experiences of American schools (they come over here quite often) only to be told in suitably coded language that there wasn't much they could teach us. He thinks the inspectors are wrong and plans to tell them why.

The visit began in New York at the highly prestigious Bronx High School of Science which is, no doubt about it, superb. This is probably because "you need to be a genius to get there".

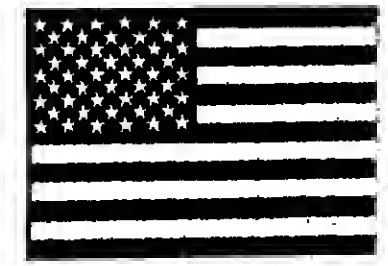
I was told this by Danny Accosta, a 16-year-old Hispanic who is not a genius and was refused a place. He is still slightly aggrieved and is no doubt exaggerating. But Mr Vincent De Giasso, the assistant principal of the Bronx school, was undoubtedly telling the truth when he proudly announced that about 200 of his 16-year-olds were involved in scientific research comparable to that conducted in universities.

The school is situated in a fairly rough part of the city with approximately 25 per cent of its pupils receiving free lunches. Not all of them live in the Bronx. Such is the reputation of the school that they travel from all over the city to get there. It's worth the trip as 99 per cent go on to some form of higher education. It is a "magnet" school, a term that you are going to hear a great deal in the next few months. There are many different types of magnet but they all specialize in particular subjects and take pupils from a very wide area. They are the model for city technology colleges.

I chatted to two 17-year-olds, to

a delight and, I would have thought, any teacher's dream pupils—bright, articulate, keen to learn. They love the school and will have nothing said against it, complaining only about the persistent testing which, according to Jo, takes place after "every chapter of the book we are working from". They think this a small price to pay for the "privilege" of attending the school.

Jo and Jeane had to pass a very stiff entrance exam to get a place and I doubt that Mr Baker has this in mind for the CTCs. He tells us that entry to the colleges will be based on motivation as much as academic ability. I would suspect however that a number of schools that choose to opt out of the local authority control will gradually



### Barry Huggill reports on Kenneth Baker's visit this week to the United States

develop along similar lines, perhaps becoming known as "centres of excellence".

The school that is going to be copied wherever a CTC is born is the Manhattan Center for Science and Mathematics in East Harlem. Young Danny Accosta, having been refused a place at the Bronx High School, found refuge here and he has few regrets.

The history of the centre is illuminating. It began life as a neighbourhood comprehensive and as the Benjamin Franklin High School was the type of place you read about in the tabloids—kids lining up to buy their fix, knives more common than pens or pencils, massive truancy, poor teachers. Six years ago the New York school authorities closed it down and decided to start all over again.

As a magnet specializing in maths and science it now has a remarkable 95 per cent of pupils going on to higher education, no truancy or violence, and attracts bright children from outside the area. Last year 3,000 applied for 300 places. For parents to bus their loved ones to Harlem from "safe" neighbourhoods says all that is necessary about the school's new image.

To be accepted a pupil must have a fairly good prior record in science, maths and English and, crucially, "have shown a desire to work hard and get on". Those are the words of Patricia Cook, the young principal. She is not embarrassed that selection takes place, arguing, simply, "that is

funded, nor is it that well equipped. What it has is a charismatic principal who believes that if children are expected to do well they will. As our own HMs keep telling us it is all a matter of teacher expectation.

It's a lovely school and it gives poor children, often Hispanic or black, a chance in life denied their parents and many of their friends. The 100 dollar question is what happens to those

friends. Patricia Cook and Secretary Bennett say that the magnets set an example for the rest. Others argue that their success is dependent on excluding those children most in need. It is an argument we are all familiar with and one that is going to be waged with passion as Mr Baker sets about applying the lessons of his American visit.

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LOOKING AFTER YOUR INTERESTS



## NEWS

Jeremy Sutcliffe reports from the National Association of Inspectors and Educational Advisers' annual conference

## Reforms cast their shadow over a feast

Mr Kenneth Baker, sometimes cast as the Cheshire Cat who goes the cream, has a new role - Banquo.

The image of the Education Secretary as "the spectre at the feast, overshadowing everything", was conjured up by Mr Keith Grimshaw, Durham's chief education officer.

His comments came at the start of the annual conference of the National Association of Inspectors and Educational Advisers held at Durham University. It was a somewhat brutal aperitif to what is normally an agreeable two-day mix of feasting and serious debate.

And just to make clear why he thought Mr Baker was out to spoil the appetites of those present, Mr Grimshaw added: "These are the most radical and potentially destructive education proposals we have had for a very long time."

Under the proposals for educational reform put forward by Mr Baker and Mrs Thatcher, the future of the local authority advisory service is, to say the least, uncertain.

Most of the country's 2,000 or so local authority inspectors and advisers do believe they will have a place in the brave new world after GERBIL (the Great Education Reform Bill).

These people are after all, as Sir Keith Joseph pointed out, education's "agents of change". It is worth noting, however, that the current red book on

the national curriculum describes them as "enforcers".

This could be the first clue as to the role of a revamped inspector/advisory service. With the advent of benchmark testing and the new national curriculum, there will be an increased emphasis on monitoring, or enforcing, the system.

One theory is that the service will be split into two tiers, with inspectors doing the monitoring, appraising teachers and generally ensuring the consumer gets value-for-money, and the advisers providing a support service for schools.

In this case, the inspectors would be paid more and would be locally-based civil servants, answerable to the Education Secretary. The advisers, as the trend towards employing advisory teachers suggests, will be lower paid and employed by the L.A.s.

"The people who carry the guns and make the headlines will be the inspectors. It fits in nicely with the Government's philosophy," said one adviser.

Few people at the conference believe HM Inspectorate will disappear, despite persistent rumours that Mrs Thatcher and other ministers dislike the service. More likely, they think, there will be a tamed Inspectorate to carry out major inspections and provide a national perspective. HMIs will thus form the highest-paid third tier.

There is growing belief that the

Government will force, or encourage, privatisation of the advisory service.

Some advisers privately acknowledge that the use of outside consultants could be cheaper, more impartial, and effective, than the L.A.s' own advisers. The main drawback would be lack of local knowledge which could lead to mistakes and inappropriate decisions.

Mr Jim Stephenson, outgoing president of NAIEA, believes major changes in the advisory service are linked to what he calls Mrs Thatcher's "unwritten agenda" - the gradual undermining of the local authorities.

"It is the end of the partnership, of the idea of a national education service, locally administered. It will become a master-and-servant relationship and will be centrally directed," he said.

● The Broadwater Farm riot, in which a policeman died, could have been averted by better teaching methods in local schools, said Ms Pat Melhuish, the NAIEA's new president.

Speaking at the conference Ms Melhuish, an education adviser with Haringey, the north London borough which administers the estate, called on teachers to "get young people better motivated, and aware of their social responsibilities".

This could help "reduce their frustrations which manifest themselves in violence, drug addiction, assault, vandalism and rioting".



Stepping out: a child enjoys the fourth annual Claws' Convention held in London's Covent Garden

## Asbestos scares call for instant action, ILEA told

School authorities should automatically close areas affected by asbestos accidents, a former senior civil servant has told the Inner London Education Authority.

Mr Wlter Ulrich says headteachers, or people in charge of school kitchens, should arrange for immediate closure "with no attempt to investigate or deal with the damage".

His recommendation follows an inquiry into the contamination of the kitchen at Camelot primary school in Southwark in March.

Asbestos damage was caused by contractors improving the heating system over a weekend, but the kitchen was not sealed off until the following Tuesday, the day after meals had been prepared for 300 children and staff at Camelot and two other primary schools. Independent analysis has since indicated no measurable risk to those who ate the food.

Mr Ulrich, former deputy secretary at the Department of Education and Science, says present emergency procedures leave too much to individual judgement and discretion. Those involved in the Camelot incident had to weigh "operational disadvantages" of closure against risks that were technically difficult to measure.

Mr Ulrich said all suspected asbestos damage should be treated as dangerous "until it is proved not to be a danger, or is eliminated".

He stressed that any closed area should be kept to a minimum and that the emergency measures should not include removing all the other asbestos

officials over the risk.

Mr Ulrich recommended more labelling of the material when identified in school surveys, more information and instructions to staff, and administrative changes within the ILEA to define more clearly responsibilities for asbestos work.

His report was considered by parents, governors and staff at a special meeting at Camelot school last night. ILEA members will "be taking

the necessary action" to make sure



Asbestos: emergency procedures need overhaul

## Life-long learning

Sheffield's Labour MP David Blunkett has called for more resources to provide an "education for life".

In a 250-page study of the hijacking of Britain's town halls written jointly with lecturer Keith Jackson, he says: "We need a new relationship between local and central government in which both can co-operate in creating and carrying out policies".

They see local councils acting as "catalysts" for an "education for life". "Local government must now be given the resources to provide the education for life" that will enable people to extend ideas of democratic involvement beyond mere political rhetoric.

"Comprehensive, post-school education (tertiary level) could make it possible to share resources and expertise between sectors of further and higher education and provide opportunities throughout life for training and retraining."

Mr Blunkett, MP for Sheffield Brightside, and Mr Jackson, senior tutor at Northern College, started to write the book - their first - three years ago. It was being printed when Mrs Thatcher called this year's general election.

*Democracy in Crisis - The Town Halls Respond*, The Hogarth Press, £6.95.

## Free meals quota rises

Children from the poorest families make up an increasing proportion of

Linda Blackburne meets a teacher from Tyneside who has joined 34 other staff in the Falkland Islands

## A master of geography settles in isolation

After 27 years of teaching home and abroad, Gus Guthrie looked around the world and settled on the Falkland Islands.

He had already taught geography in Germany, Singapore, London and Sutherland - but was attracted by the magnificent scenery of the Falklands.

Mr Guthrie, 55, from Whitley Bay, Tyneside, explained: "I'm a geography teacher interested in all parts of the world. I had never taught anywhere as isolated as the Falkland Islands, as interesting or as natural an environment. It was the physical landscape which attracted me. You really can walk up to penguins, and you really can tickle seals on the beach."

He made the 26-hour trip to England last weekend for five days in his homeland. Three of the five days were spent on a North East London Polytechnic course on "Implementing the Modular Curriculum".

Mr Guthrie, who hopes to spend some years in the Falklands, saw the NELS course advertised in *The TES* - which he always receives about 10 days after publication - and made arrangements to go. The trip came to the attention of Mrs Eileen Murphy, the chief education officer, and she arranged sponsorship for him with a training committee.

Mr Guthrie describes curricula in the Falklands as "limited". Basic subjects such as maths, English, geography, history and science are taught but home economics is not available because there is no equipment. The islands have also had major problems trying to attract teachers for commercial subjects and Spanish. "We usually have problems of getting staff rather than problems of getting equipment," says Mr Guthrie.

He is one of about 35 teachers on 46,000 square miles of islands. The total population of the Falklands is just under 2,000 and of these, 1,250 live in Stanley. There are about 350 children, some living in such isolation, that they are taught by radio.

The islands' education is primarily in three divisions: secondary, junior and "camp" - a small number of settlement schools with between two and 10 children taught by travelling teachers.

Mr Guthrie teaches geography at Stanley Senior, an 11-15 comprehensive with 125 on the roll.

Children leave school at 15 but educationalists are now hotly disputing whether the leaving age should be raised.

Between 10 and 12 students are entered for O levels each year, but few go on to study A levels and make the long trek to Peter Symonds' sixth-form college in Winchester, Hampshire - with whom the islands have an arrangement.

The Falklands introduced the CSE in 1984 but has now abolished it with the GCE O level in favour of the

## Standards scrutiny

by Barry Hugill

Plans to judge schools by the standards of behaviour they set as well as by academic performance will be discussed by civil servants and education officers early next month.

A confidential document prepared for the Department of Education and Science earlier this year suggested that new methods be devised of determin-

ing GCSE. But while England has been reeling from resources problems, the Falklands is worried about starting GCSE courses in the third year to guarantee every child has a chance before he or she leaves at the end of the fourth.

Mr Guthrie admits there have been some problems with resources but says the Education Department has been given "significantly more money" compared to previous years.

One reason for this, he believes, is the Government's successful three-fold increase to well over £20 million in fisheries revenue. Plans to build a new £5 million senior school to replace the present mixture of old buildings and temporary classrooms are based on the Government's new-found wealth.

The new senior school will have a

much broader curriculum and no doubt Falklands teachers will be watching England's national curriculum debate closely. As Mr Guthrie says: "Co-ordination with the British system has been increasing since the conflict."

But Mr Guthrie, who has been Stanley's geography master for three years, stresses that the gradual shift to the British system is marked in secondary education only. Junior school teaching has been no par with Britain for a long time.

Like most of the Falklands' teachers, Mr Guthrie applied for his job through the Overseas Development Administration. Teachers normally sign a two or three-year contract before moving on to other jobs at home or abroad.



Victoria is amused: five-year-old Victoria Palmer was one of the casualties of last weekend's Great Custard Pie Fight in London

## How to make a gas bill really interesting



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owns Convention

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Mr Guthrie describes curricula in the Falklands as "limited". Basic sub-



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# Asbestos scares call for instant action, ILEA told

authorities, although there have been arguments for and against it.

cost much money, he said. "I think they should be taken up not just by the central authority but by every local authority."

## Life-long learning

The group also warned that changes in benefit payments from next April would lead to about 500,000 children failing to qualify for free meals.

## Standards scrutiny

ing an investigation into the financial health of public sector services, said that a valid way of assessing a school would be to check on the truancy rate, the dress and attitudes of the pupils.

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## PRIMARY

The culture gap which alienates primary practitioners from Mr Kenneth Baker's proposals was in evidence at two gatherings last weekend. The disciples of Christian Schiller, a man who campaigned for the needs of children to come first in education, met at Goldsmiths' College in London. And in Oxfordshire, where momentum is gathering against the national curriculum and testing, headteachers held their annual conference. Sarah Bayliss reports

## Schiller's disciples remember his art

The profound beliefs of Christian Schiller, an HMI for 50 years, that teachers should seek to maximise children's potential, encourage their independence and nourish their zest for learning, were revitalized by one of his disciples at a memorial conference in London last weekend.

Being reminded of Schiller's purpose - a better education for all children - and of his passionate conviction that each child has a unique capacity to learn which each teacher has a responsibility to guide, the audience applauded (in some cases hugged and kissed) the speaker, Mrs Lorna Ridgeway MBE, a former student of Schiller.

Mrs Ridgeway was giving the 11th Christian Schiller Memorial Lecture held annually at Goldsmiths' College, around the time of his birthday. He would have been 92 on September 20 this year.

Mrs Ridgeway first met Christian Schiller in the London slums after the

Second World War when he came to her school "in darkest Holloway". In those days, she said, inspectors inspected, looked at children's books, watched the teacher instruct the class and directed questions at the children "while the teacher trembled".

But he sat down "on a little chair" beside a primary child - and a smelly child at that. It was a revolutionary act in those days, she said.

Schiller's art was to keep things simple and on that visit had offered only one piece of advice - that she might use larger, unlined books instead of the "little A7s" - half A4 size - which she had been using.

Later she was invited to join Schiller's course for seconded teachers at London University's Institute of Education, which he set up after his retirement.

The visits to schools and the long discussions which always followed, sharpened her perceptions of what was happening in children's minds and

what this meant for teachers in the way of "possibilities, opportunities and responsibilities".

Schiller offered no magic formula but he taught his students how to see "John and Mary" with fresh eyes - "never the child, always as persons in their own right".

The question which he led them to was "how can we do it better?"

Schiller saw education as an evolving process rather than an end in itself. Mrs Ridgeway said she also did not believe in turning out a "finished person" - a mechanic, secretary or businessman.

In her work as honorary director of the Compeld Trust, which offers computer help to disabled people, Mrs Ridgeway said she had met many carers, young and unqualified, often illiterate and innumerate, who thought their personal growth was over once they had left school.

Without exception, they think it's too late now, she said. "We have not



Lorna Ridgeway: teachers must consider what kills off a child's zest for learning

done well for them."

A basic tenet of the good primary teacher was to nurture a child's personal growth at the most vulnerable time of his or her life. Teachers were culpable if they failed to do the job as well as they might and did not give every child - not just the clever ones - the experience of successful learning.

To do this, teachers needed to believe in the "potency" of the individual, that he or she was an insatiable learner, with a mind "in embryo".

Too often, teachers judged children at a premature stage by testing reading ability. "It is said that Leonardo da Vinci and Einstein were dyslexic. I wonder what their kindergarten teachers made of them?"

Another fundamental was the belief in the equal worthiness of every person. She had seen this intrinsic value, this "imprisoned splendour", released in severely disabled people through the use of computers.

Last year she met a young man with

no speech or control over his body who had been kept in a geriatric ward since he was 15. On holiday in a Cheshire Home, Compeld discovered he could move his left foot and his life was transformed when he was introduced to a BBC computer which he could manipulate with his foot.

He had been found a new home and for the first time in his life had been allowed to use his mind. "No one knows his limits - not even him."

A basic skill of the good teacher was to be on the child's wavelength and to keep checking that the teaching was working.

"It is part of the back-pack of each teacher on his or her way to be capable of, and willing to re-think; why isn't it coming off? How can I do better?" Teaching was demanding and difficult work. "You must have heard it said that if at the end of the day you have done a really good half hour's teaching, you've done well."

In planning their work it helped teachers to consider what could kill off a child's zest for learning. One example was the denigration and devaluing of the individual when he or she did not learn successfully. That was "enough to turn anyone off for life. And it does."

The theme of Lorna Ridgeway's talk was: "On becoming a better teacher..."

Christian Schiller, she said, had encouraged his students to identify their strengths and make the most of them; to become more knowledgeable; talk to more talented or more experienced teachers; give convincing explanations - particularly to parents - and understand their own methods better.

Teachers were going through difficult times and - referring just once to the Baker proposals - Mrs Ridgeway said: "Problems are not new. They can be solved by resolution and by - just a touch - of vision."

However much the status of teachers was undervalued, teachers themselves must never underestimate the importance of their work.

"I say to you never apologize for being a teacher, never, never. And, above all, never apologize for being a primary school teacher."

## Heads urged to keep their lines open

Headteachers in Oxfordshire have been urged by Mr Jim Rose, the chief HMI for primary education, not to "take your bat home" over the Government's proposals for the curriculum.

During questions, after a carefully-guarded speech to the Oxfordshire Primary Headteachers' Association's annual conference, Mr Rose said it would be "very unfortunate" if the line towards the Secretary of State for Education was "we can't not going to talk to him".

They had much valuable knowledge about primary education which should be made known, and the debate over the proposed national curriculum still had "a long, long way to run".

He understood there was "worry and alarm" about the shortness of the consultation period, but the subject groups appointed by Mr Baker did not have to deliver their reports until the middle of next year.

The task group on testing had to produce a report by Christmas. "They've got to show the feasibility of it all. Much depends on what they say."

Earlier, he had said the working groups were being asked "to lift the heavy end of the log".

Asked about the use to which test results might be put, he said: "There are possibilities and great dangers for us all."

He cited the example of an elementary school he had visited in New York which had just been listed as the 614th school in a *New York Times* ranked list of 614 elementary schools. The head's verdict on the tests was to point to the "veritable army" of para-professionals who had been deemed necessary to boost the school's performance.

Later, Dr Robin Alexander, senior lecturer in primary education at the University of Leeds and author of the book *Primary Teaching*, produced damning criticism of the Government's "small order" conception of a curriculum. It had been constructed in Elizabeth House miles away from the schools and had to be delivered by teachers.

This placed a serious restriction on teachers' creativity and was an unrealistic concept since in practice, the curriculum was a series of events, a process which occurred in classes between children and teachers.

"This isn't a curriculum," he said, holding up the Government's document. "It's a booklet with a red cover. A curriculum also contains ideas; this doesn't."

Analysing seven traditions which had contributed to make British primary education what it was today, Dr Alexander said the Government appeared to be

concerned only with a tradition of social imperatives which said that above all the curriculum should produce a workforce adapted to economic circumstances.

Progressive and developmental traditions which considered how children learned and grew did not figure in the Government's "restrictive framework". Dr Alexander did not understand the argument that blanket testing and blanket coverage of subjects would raise standards. "The premise and conclusion don't match."

Nor did he accept Mr Baker's version of a "consensus" for a national curriculum. If one existed, why was there such an "undignified scramble" to make objections?

Five meetings have been held around the country since the beginning of term to discuss the Government's proposed reforms. They have been organized by the county's Federation of Parent-Teacher Associations and have been supplied with summaries of all the main proposals by Mr Tim Brighouse, the county's chief education officer. Mr Brighouse said that at a meeting in Oxford, attended by 350 people, a member of the audience asked who was in favour of the national series of tests. "Not one hand went up," he said.

## Reveal those parents pushing for change, NAPE challenges

The National Association for Primary Education has challenged the Government to reveal the identity of parents' groups which it has cited as fuelling the drive for change.

In its response to the consultation exercise, NAPE accuses the Government of ignoring the distinctive nature of primary education and of designing the changes with secondary schools in mind.

It believes that most parents of primary school pupils want to see existing good practice spread and that the Government has already sown the right seeds for change in existing legislation.

In particular, NAPE condemns the proposal for schools to opt out of local authority control saying the implications are "frightening", while the detail shows "an alarming lack of clarity".

Any decision to opt out should be made by a two-thirds majority of all parents and all governors, regardless of whether or not they vote. A simple majority would be insufficient.

Government invites "chaos and resentment".

The scheme for grant-maintained schools is unworkable; a once-and-for-all decision to opt out is undemocratic but opting back in, if it were allowed, would generate uncertainty.

NAPE says there is an astonishing anomaly in allowing grant-maintained schools to attract 100 per cent capital grants, while aided schools currently receive 60 per cent. "Is this an incentive to draw all aided schools into the scheme?" it asks.

It is also worried that open enrolment will lead to a narrowing of choice, with some schools being forced

to close while others will grow disproportionately and face disinvestment of scale.

The association welcomes the broad principles of local financial management but says it may be unworkable within present levels of funding. It favours national standards but is concerned that no mention is made of financial weighting for children with special needs and for balancing social and educational inequalities.

There should be a minimum provision of a full-time school secretary, with bursar skills for schools of more than 200 pupils and similar support levels for smaller schools if they were eventually included in the scheme.

The national council of NAPE, which has formulated the responses, is in favour of school spending figures being published, since this shows "throwing sharper relief the present discrimination against primary children".

The proposed changes to school worship are welcomed as moving the law nearer to actual practice.

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## NEWS

Bert Lodge looks at the work of the Council for the Accreditation of Teacher Education

# An unloved baby grows into a bearable child

Godfathered by Sir Keith Joseph, that meddlesome infant in the corridors of the teacher training institutions that of the first nine to be scrutinized, eight had "failed" - a black and white concept which Professor Taylor tried hard to dispel as he trilled round the conference circuit facing one hallful of mistrustful, if not hostile, education lecturers after another.

"We must get away from this idea of 'pass' or 'fail'," he told the Standing Conference on the Education and Training of Teachers at their 1985 annual meeting. "Some colleges have been asked to revise certain elements or conditions in their courses and we'll review them again in a year's time." In fact the approval rate is considerably higher now.

For all the consternation caused by the introduction of CATE, warning signs had been discernible for some years. As far back as 1978, after a survey of primary schools, HM Inspectors announced that many pupils were being held back because their teachers simply did not know enough about their subject. At the same time, widespread dissatisfaction at the remoteness of many teacher trainers from the classroom came up in resolutions at every teacher union conference.

But the Advisory Committee on the Supply and Education of Teachers was so preoccupied with supply that it was not until the end of its life in 1983 that it got round to a major proposal for improving education with an accrediting body that would review every teacher training course in the country.

The public announcement came in April 1984, together with a circular setting out the criteria the new council would use for judging the quality of courses. A lifespan of three or four

years from that date was envisaged, but the Secretary of State announced this month that CATE will continue until the end of 1989.

So how far has it got? Up to last Friday this was the score card: out of the 96 teacher training institutions in England, Wales and Northern Ireland made for 22 of them. Those who have had some courses accepted and some put back for revision - 10; all courses examined and all sent back - 11; currently being worked on by the council - 18; submissions awaited from the institutions (HMI having already reported on them) - 11; HMI reports on the institutions received by CATE but not started yet - 4; reports on the institutions by HMI still awaited - 11.

That makes 43 institutions dealt with and 35 to go but they're on time schedule and Professor Taylor is confident they will finish on time.

Assuming they are allowed to. Last year a Select Committee proposed the abolition of CATE, putting much of the blame on its accreditation procedures. "There is a serious and potentially damaging breakdown in understanding between the Secretary of State, HMI and CATE on the one hand and the training institutions on the other."

In particular, the application of the criteria caused sore distress, said the Committee's report. There had not been discussion with tutors in the field before they planned their courses and once CATE started on a college its method of working seemed too mechanical and threatening. The Committee suggested CATE's duties be transferred to the Council for National Academic Awards and other validating bodies. Those MPs had obviously been the object of some energetic and effective lobbying.

The Committee's specific remit dur-



Looking for an answer: disagreement arose over CATE's proposals for primary teacher training

ing the 1985-86 session was "achievement in the primary school". Now, the most organized opposition to CATE came precisely from a group of teachers specializing in the preparation of teachers for the primary school. The Undergraduate Primary Teacher Education Conference was a banding together of those professionals who challenged the insistence by powerful figures at HMI and similar level that primary teachers needed two years of subject specialization at higher or education level.

The belief that "teaching little children is a generalist job" has a strong body of adherents. It is an extension of the old point of view of the profession. "Whenever anybody asks me what I do, I reply that I teach children," Professor Taylor concedes that there was a lot of anxiety among some very dedicated professionals. "But you were hearing views on teaching from the 60s and 70s. It has to be recognized that training for the job is moving forward in a lot of countries. The teacher, primary and secondary, has to be on top of his or her material. The move now is towards a teaching team with individuals making their specific contribution."

What is CATE's contribution to this international advance? "We look at a course and ask: 'Is it going to give students something they can contribute to the life of the school? Is there material there relevant to the primary or secondary curriculum?' And it goes around - what we have accepted and what we have rejected. I think we can say that the courses we are seeing now are better thought through than before."

Last Friday the 19-strong council convened in the handful of rooms staffed by a secretary of just four in the "quiet" end of Elizabeth House. The monthly meeting was preceded by the three reporting groups holding a jacked-off working session, the submissions from the institutions piled on the table before them. It's rare for any council members to visit an institution, but they do receive a team from them.

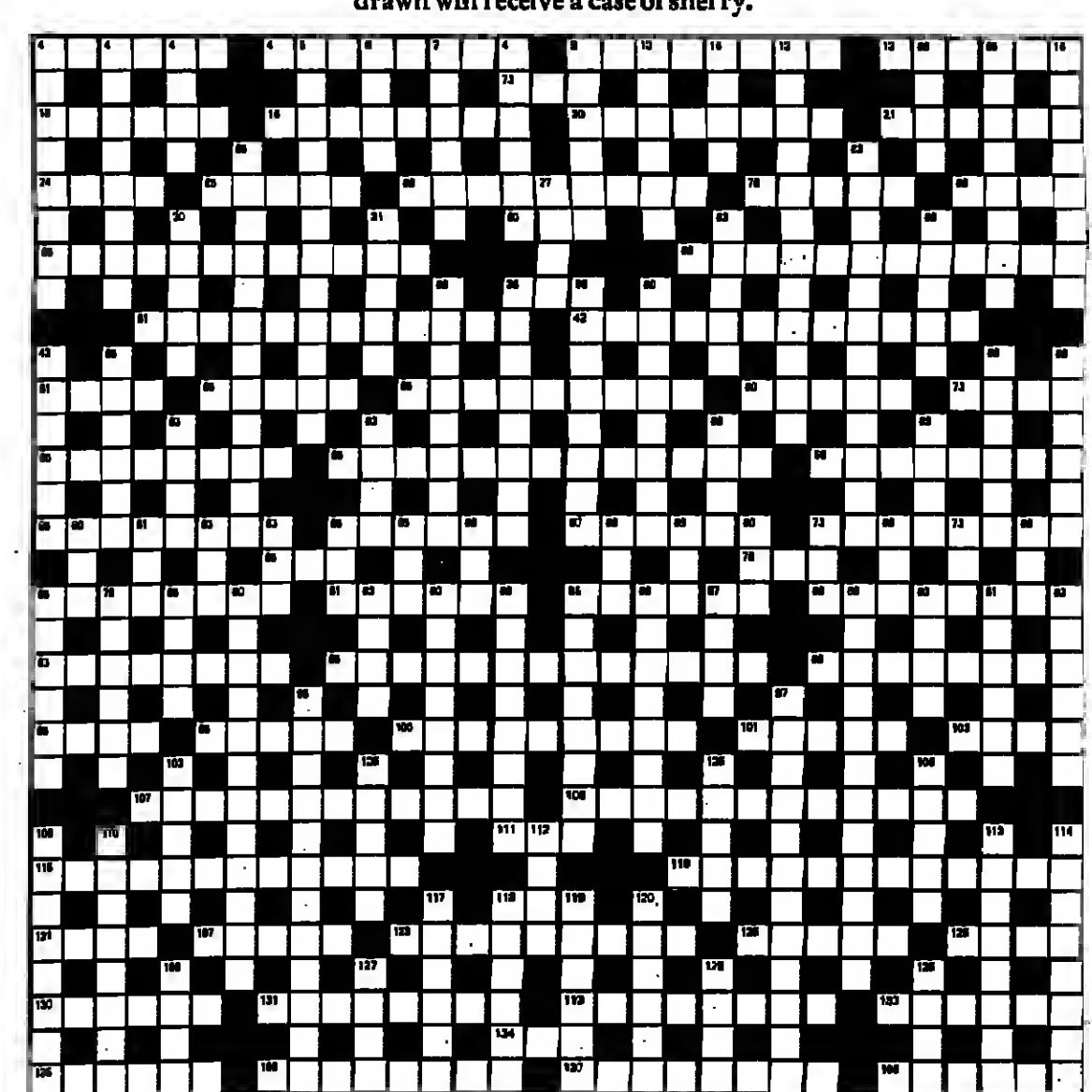
Educational administrators, academics, industrialists and at least two schoolteachers... they can all reckon on a day's reading at home in addition to the two or three other days each month. CATE demands of them.

And the reward? Professor Taylor put it like this: "At one time the subject of teacher education was seldom top of the agenda, yet few things are more important. The establishment of CATE has helped to give the whole subject the force it needs. I think we have raised quality and raised expectations."

The Committee's specific remit dur-

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2. He may pass on what he knows (8)  
3. You want to be in it (4)  
4. Not descriptive of those with dull pupils (5-7)  
5. Mrker's worst seller (4)  
6. Miss-produced legislation? (3,3)  
7. Cricketers got a hundred lines (6)  
8. Improvement seen in Religious Education class (6)  
9. T-junction nodule (10)  
10. Put down face up (4)  
11. The classroom is untidy - and he's responsible (12)  
12. Lear deranged and demoted (4)  
13. Mumbled in order to be assigned to a certain class (8)  
14. Hair combed on an improved performance (3,2,3)  
15. Physical training manual (8,3)  
16. Ranges and directions (5)  
17. Try to avoid how score (4)  
18. Take off from the landing field (5)  
19. Girl likely to give Rex the quick run (10)  
20. Range and directions (5)  
21. Sold to be part of a revolver (5)  
22. Tries one's hand at essays (8)  
23. Evreum irritation? (8)  
24. Selects a jury when men's plea is changed (8)  
25. His opinion is sure to be of some value (8)  
26. Ploated a mowed field (6)  
27. Material on which one flourishes (6)  
28. How two auxiliary verbs act (6)  
29. Domestic service (3-3)  
30. Master of Arts before the revolution (4)  
31. National measure of length (4)  
32. Testable ruler of vala disposition (4)  
33. Revolutionary cure leaves one a pale grey colour (4)  
34. Headless nail gives trouble (3)  
35. It may be pierced, or just pricked (3)  
36. Mathematical function, but it's not pi (4)  
37. Dropped in for a cold drink (3)  
38. Cricet in a quarter past six (3)  
39. It marked the passing of the horse-drawn vehicle (3)  
40. One Italian girl's name (3)  
41. A link - with one's old school? (3)  
42. Fifty is under fifty-nine? Well, so! (3)  
43. Jets may use this fuel (3)  
44. I'm quiet - but he probably won't be! (3)  
45. A bird cage (3)  
46. Brick carrier turns up with a note (3)  
47. Lady taking orders runs up and down (3)  
48. They involve a shift in one's beliefs (6)  
49. Could be used to put out (6)  
50. Saxon, a noun? (4)  
51. A jumper needs to find a partner for a sporting occasion (7,5)  
52. Annoy an informant (4)  
53. The last thing those taking exams should do (8)  
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56. They make the least and the most effort on the track (8)  
57. Emotional state low, with onset of depression (4)  
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59. Third power block (4)  
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62. A respectable girl - or a tart? (4,2,6)  
63. Routine arrangements for trippers (4)  
64. Perhaps (12)  
65. Time for grammar (5)  
66. Long time before the end of autumn (5)  
67. Fire about fifty for being lost (5)  
68. Calm report (5)

- DOWN
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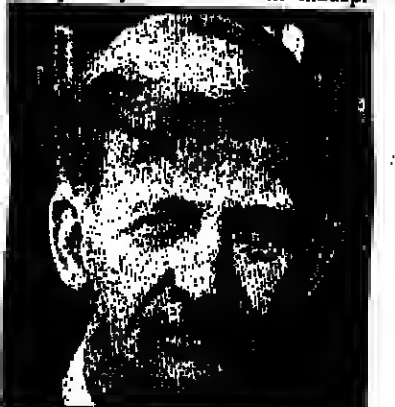
## OFFICIAL ENTRY FORM

School .....

Address .....

Name of Contact at School/School Sponsor .....

109. Scratch game (8)  
110. The class involved in riot carried out by scholars (8)  
111. Does wrong, get lines (4)  
112. Claps his gals zest wondering round (8)  
113. Goes to pieces at the end of a school term (6,2)  
114. School of material weight (6)  
115. Strips for an eye-catching effect (6)  
116. Get at a sn on the outside (6)  
117. How about a push car for school? (6)  
118. A school bill that's rising (4)  
119. A ship's prison (4)  
120. Time for grammar (5)  
121. A number concealed themselves and were told off (4)  
122. Passage for one from only one side (5)



William Taylor: not expecting to be loved

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## BBC chief promises no cuts in school TV

Mr Michael Checkland, the BBC's new director general, talked about education broadcasting last week for the first time since taking office. Gillian Macdonald reports.

Schools Television is celebrating its 30th anniversary this year and Mr Michael Checkland, director general of the BBC, marked the occasion by promising there would be no cuts in its output. He also gave assurances that it would not be moved from its daytime slot.

He could not make the same promise for School Radio, as this is still being discussed. "But," he said, "people should not read between the lines." There have been fears that School Radio will move further towards cassette sales and night-time broadcasting for teachers to record off-air.

Mr Checkland stressed BBC's commitment to education broadcasting. In particular, he pointed to the important role of Schools TV at a time when people are concerned about the ill-effects of violence on the screen.



Thirty years ago Schools TV reached 320 schools. This year it will broadcast 1,500 programmes, covering 80 subjects, for 4 to 19-year-olds. The latest developments reflect both economic changes within the BBC and a response to social change outside.

Schools Television is reaping the benefits of sales through the BBC's Enterprise arm. About 10 per cent of its budget this year comes from sales and co-productions abroad, particularly in foreign languages and geography. This extra money will help fund additional programmes and a special drama unit to train new directors.

In the area of computer software, advance orders for a program to accompany Schools TV's Look and Read series for primary school children already total 3-4,000, which augurs well for the development of software programs to accompany other popular series.

Schools TV has always responded to changes in government policy, said Dr Eustice Gwynne Jones, co-director of BBC Education. This year it will produce new INSET programmes for science teachers, with funding from the Department of Education and Science.

It will also be responding to the national curriculum, but while

teachers work on a core curriculum, Schools TV will retain the breadth of its output. "Its strength," said Mr Alan Rogers, head of Schools Television, "lies in being able to do stimulating things which teachers can't do."

Helping young people leaving school in the difficult economic climate is seen as another important activity. There is to be "a substantial build-up of output for school leavers", involving close work with the Manpower Services Commission, according to Mr Rogers. One main difference in Schools TV since the fifties, which Dr Gwynne Jones highlighted, is its handling of sensitive social issues. It now tackles a bold range of problems from child abuse, to *You and Me*, for four to five-year-olds, to a play about AIDS, for teenagers, in *Scene*.

There is also a move towards greater topicality. Current affairs series like *Issues* are now being recorded shortly before transmission, while co-productions with other departments, particularly in science and teenage programming, aim to produce more attractive programmes for a wider audience. All of this, together with trailers and increased publicity, reflects the new thinking at the BBC, of Schools Television as "alternative daytime viewing".



Ian Nash reports on a teachers' pack which aims to show how pupils can come to terms with bereavement

## Better acquainted with grief

A 15-year-old girl burst into tears during a class discussion about death, then apologised and explained that her father had died two years ago and this was the first time she had been given to talk about it at school.

Such heart-rending tales were heard frequently during a seven-year study of bereavement among children and a trial of teaching materials designed to help schools confront the problem.

Teachers, like most adults, responded to bereavement by trying to protect the child from the facts of death. And yet it became clear to the researchers that it was in school, often the child's "second family", that the western taboo regarding the discussion of death was best demolished. But teachers needed emotional support, training and guidance materials to achieve this.

The result is a teaching pack, *Good Grief*, published this week by Mrs Barbara Ward, senior health education officer for Hillingdon, and Mr Jamie Houghton, head of religious education at Grey Coat Hospital School, in association with CRUSE, the national association for bereavement care.

They argue that with sensitive handling of life's small changes and problems, children by their teens can come to see death for what it is, "a natural part of normal life".

Such changes range from starting school or having a new brother or sister, to falling an examination or



Loss adjustment: children take longer than most people realize to adjust to the death of a parent

hearing of a grandparent's death. All incur some emotional "loss", says Mrs Dina Black, vice-chairman of CRUSE and a contributor to the pack.

"Little losses mourned at the time are preparations for greater losses in the future. To help a child mourn the death of a pet or loss of a friend who moves away lays the foundation of a rich and varied repertoire of coping responses which will come to the aid of a child for the rest of his or her life," said Mrs Black.

The report continually alludes to the way society can stifle emotional expression from birth, making it ex-

remely difficult to develop the props needed to cope with the death of a loved one.

One reason for approaching bereavement through the idea of loss, say the authors, is that it is easy to understand. One-third of marriages end in divorce, and with unemployment over three million, many pupils leave school deprived of the chance of work.

And the increasing difficulties children have coping with emotional crises are reflected in the number of suicide attempts by 15 to 19-year-olds, which have doubled in 10 years to 750 per

100,000.

More than 180,000 school children have lost at least one parent through death. It takes them longer than most people realize to recover from the bereavement - which often has a catastrophic effect on personality and friendships, according to the research.

Emphasizing the need for teachers to have adequate training to handle the problems (or at least, carefully worked-out strategies which have been talked through with colleagues), they give a number of hints to teachers planning such lessons, and using the pack.

They include taking a cue from the class on the depth to which they are willing to go, watching for signs of those who need support (eg nervous giggling), stressing that strong feelings may be aroused which lead to tears and pointing out that staff are available for counselling in confidence.

The pack is aimed largely at secondary schools and further education colleges for use in a wide range of lessons including health education, English, social studies, and religious education. It includes work and information sheets and a large selection of additional resources available.

Children who lose a parent by death are five times more likely to suffer a psychiatric disorder later in life; refusal to attend school is one of the most common reactions; and learning is often impaired.

Homelessness, publicly about child abuse and the fears surrounding new problems, such as Aids, all make for increasing anxiety that must be tackled while the children are still at school, says Mrs Ward. "If we believe that education is about prevention and development of potential and not just academic success, we need to help students recognize loss and death as an inevitable part of existence."

*Good Grief* is available, price £15 (plus £1.50 p&post) from Good Grief Associates, 84 Ebury Street, London SW1W 9QU.

## Well-heeled guardians of the faith

Bucks College of Higher Education is a delightful spot for a weekend conference, but difficult to find. Tucked away in a wooded glade along a seemingly interminable narrow country lane in the Chilterns, I thought I'd never get there. But I did.

This part of England is rich in just about everything, particularly money. Small prosperous towns and picturesque villages exude new wealth. It's a place where old country houses meet the new riches of the London commuter. House prices are sky high.

Buckinghamshire, in short, not the sort of place in which you would expect to find much dissent from the Government's education policies. But here you'll find one of the biggest, most vociferous groups of CASE - the Campaign for the Advancement of State Education.

The hosts of the annual CASE conference are probably fairly typical of the organization's members. They are a largely middle-class, white, south-of-England, centre-of-left bunch, drawing their politics from Shirley Williams and

Jeremy Sutcliffe reports from the annual conference of the Campaign for the Advancement of State Education

their opinions from *The Guardian*. About one in eight are vegetarians.

You don't have to take my word for it. They spent much of their time last weekend discussing whether they should be blacker, more working-class, and so on. They are well aware of their own stereotypes and rather glibly about them.

One thing they are not, almost to a man (or person), are readers of *The Sun* or *Daily Mail*. It may well be a sign of their current impotence that they devoted much time also to hatching the meeja, particularly the tabloid press, for running down schools, attacking "money" education authorities, lamenting falling standards and blaming teachers.

Although in part justified, this search for scapegoats does little good. It

serves, however, to highlight a very interesting thing which has happened to the education world in the last year or so. The Tories, after eight years in power, are increasingly turning on the educational establishment.

And it isn't only the I.e.s.s., HMI and the Department of Education and Science which have been branded as woolly-headed reactionaries, but organisations such as CASE. The pressure group, founded 25 years ago to lobby for improvements in maintained education, has become part of the establishment, defending the status quo.

This was apparent in the group discussions and debates, as speaker after speaker stood up to defend the present system, point to studies which showed comprehensives were working and call for a campaign to spread the

word about good current practices. Unfortunately, good news campaigns don't sell newspapers.

The conference was on firmer ground when it attacked the Government for under-investing in schools, and insisting parents could have a public school standard of education for their children for a couple of pence on the income tax. There were also warnings about covenanting, a new common method of boosting school funds.

The members' arguments on leaving - they believe parents should be able to withdraw their children from tests and are threatened civil disobedience if this right is not given - also showed CASE still has some shots left.

But it was impossible to dispel the gloom, which has also descended on other education conferences this month, about the Government's future plans. It was out all despair, however. There was anger too, among this polite band of crusaders, and hopes in their determination to rally support against the reforms. We shall have to wait to see if they succeed.



Ada Fordham: CASE's new national chairman

## Extra 2p tax will 'bring standards into line'

An extra 2p on the basic rate of income tax would enable state secondary schools to match educational standards in the private sector, said the Revd Paul Nicholson, chairman of Wycombe Education Concern.

He told the conference that a 2p increase would raise the £2.2 billion needed to bring state spending in line with the independent sector.

The average cost of educating a pupil in a state secondary school in England in 1985/86 was £1,175 a year. The equivalent figure for private education was about £1,800 for day pupils.

In other words the cost of education in the market place is £625 a year per pupil higher than in the public sector. That is a measure of under-funding of state schools, Mr Nicholson said.

He said he based his figures on statistics issued by the Treasury, Department of Education and Science and the Independent Schools Information Service. An increase of £2.2 billion in total annual public spending of £149 billion was acceptable

to parents, especially in view of recent tax cuts, he said.

"With this increase state school buildings could be maintained to the standard required, and pupil-teacher ratios could be brought down. The necessary provision of books and equipment for all pupils could be made available. We ought, in all justice, to provide every child with the best amount of funding necessary to give him or her a reasonable education, whether he or she lives in the inner city, an impoverished rural area or wealthy Buckinghamshire," he said.

Mr Nicholson said the conditions for good education were found in schools with high quality, well-motivated teachers, and small class sizes. By injecting an extra £2 billion, pupil-teacher ratios could be reduced in state schools to 1:12 - in line with private schools.

Ms Ada Fordham, chair of South Hampshire CASE, is the new national chairman. She replaces Mrs Joan Salt, who has stepped down after four years to become the group's national president.



Loyalist youth from Belfast take part in protests against the Anglo-Irish agreement

## How to behave in a violent world

The influence of paramilitary organisations has been identified as a major factor in the growing indiscipline in Ulster classrooms.

A survey of 807 primary and 217 secondary schools by the Northern Ireland Department of Education working party on discipline in schools, set up early last year, says that television and addiction to slot machines are also "unhelpful influences" in classroom control.

"The current political unrest, high unemployment, lack of normal policing in some areas, indifference to the law of both church and state all tend to bring their effects into schools."

Disruptive behaviour was also attributed to the stigma attached to 11 plus failure, especially in families where grammar school entrance grades had been achieved by siblings.

The absence of a permanent teacher substitutes were "less than properly prepared, without the capacity or the propensity to maintain the order of the transient nature of their contracts with the school did not enable or encourage them to acquire the requisite experience," the report states.

Teachers themselves also generate discipline problems. Principals interviewed were highly critical of the inability of some teachers to motivate pupils or to make lessons interesting, and of the low standard of teaching skills for too long accepted by the Department of Education.

### Links across the divide

A project to establish long-term links between Catholic and Protestant schools has been launched by psychologists at the University of Ulster.

Inter-School Link, directed by Dr Seamus Dunn and Professor John Darby, involves six schools in the Stranahan area of Co Tyrone. It aims to show schools what they can do to overcome the consequences of separation.

Because the majority of pupils will be taught in religiously segregated schools for the foreseeable future, the project recognises the importance of working through the existing system.

The exercise aims to show education how cross-community co-operation can be achieved. Very little data exists on how schools influence violence, politics and community relations. This project hopes to show how successful initiatives can be adopted in other schools and localities.

At present many teachers who would like to initiate contact with a local school of another denomination have found they lack the authority.

After consultation with head-teachers, the directors have identified the need for co-ordinators to promote the value of school links. They particularly hope to show how inter-school co-operation can become part of the fabric of school routine.

Another recommendation is for each teacher to do something every year, however trivial, with a school from the other religion. With regular pupil contact, the ground gained by enthusiastic teachers would not be lost when they left.

The findings also underline the importance of relating co-operative activity to the GCSE national criteria in order to give it a recognized place on the curriculum.

"Unless it is seen as necessary as arithmetic there is a chance it will get lost in the system. There are aspects of the GCSE exam which would lend themselves to this," the researchers argue.

While the project focuses on difficulties, it points out the similarity between teachers' qualifications and classroom practices such as streaming, the curriculum and games played across the religious divide.

Indiscipline in Ulster schools is growing, mainly as a result of the sectarian divide. Carmel McQuaid looks at a new report and at one attempt to bridge the gap between Protestants and Catholics

Overall, 45 per cent of principals considered discipline problems to have worsened in the last five years. One in 20 pupils were seen to be disruptive. In some secondary schools the figure could be as high as one in eight.

Teacher stress is forcing many to opt for early retirement. Boys' schools with serious discipline problems tend to have low enrolments, with a high proportion of pupils entitled to free school meals.

Lack of school resources, poor housing conditions and a curriculum considered irrelevant had little bearing on discipline, whereas a family break-up often resulted in disruptive behaviour. "Inadequate educational skills" created misconduct in 65 per cent of secondary intermediate schools (secondary moderns) but only 20 per cent of grammar.

Eight per cent of secondary intermediate children also had a problem with "inadequate social skills", compared with 41 per cent in grammar schools.

However, 27 per cent of teachers reported difficulty in obtaining the services of education psychologists.

Education Minister, who believes the focus should be on preventive action. "The isolation of pupils from the mainstream of a school should be regarded very much as a last resort and then only as a temporary measure," he said in his response to the report.

Copies of the report, which emphasizes rewarding good behaviour rather than punishing those who break rules, are being sent to all schools.

*Report of the Working Party on Discipline in Schools in Northern Ireland* is published in Belfast by Her Majesty's Stationery Office, price £4.20.

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## BAKER'S BILL

**TES staff report on the continuing debate over the Government's proposed education reforms and - opposite - a major speech by Mr Kenneth Baker promoting his highly controversial plans for a national curriculum**

# L.e.a.s muster a chorus the conductors may heed

An attempt to find a broad-based collective voice in response to the Government's plans for educational reforms will be made next month - in a climate of growing opposition to the proposals.

Next month's initiative was arranged at the first meeting of the Standing Conference on Education launched this week by the local authority associations but with representatives of teachers' and parents' organizations, the Institute of Directors, the Trades Union Congress and the Church of England and Roman Catholic and Methodist churches present.

The first task of the meeting - to be held in Birmingham - will be to identify issues on which there is consensus and make responses to the Government which will, "where appropriate", promote alternative policies.

The initiative originally came from the two local authority associations, the Association of Metropolitan Authorities and the Association of County Councils whose leaders met political differences on the issue earlier this summer. The associations are likely to provide the main funding during the conference's infancy, although longer-term financial arrangements have still to be settled.

The ANA this week called on Mr Kenneth Baker, the Education Secretary, to extend the consultation period before the Education Bill until December 15. The deadline for formal responses on plans to delegate financial management to schools and to introduce open enrolment are already past. Other deadlines expire next week.

Meanwhile, opposition to the Government's plans grew this week. Proposals to let untrained teachers work in schools that opt out of local authority control were opposed by the National Union of Teachers.

The union fears that Government recognition of such staff as qualified teachers would enable them to work in any state school and lead to a fall in standards.

The consultative paper on opening out savings school governors employing teachers who had not taken normal teacher training courses but who instead had "relevant qualifications and experience". The governors would apply to the Department of Education and Science for qualified teacher status.

The NUT, worried also by lack of statutory protection for such teachers, warns that this will inhibit movement of staff between the now grant-maintained sector and local authority schools.

Yet the union response noted that teachers once recognized as qualified by the DES, will be able to teach throughout the maintained system.

## Radical Right argues for reforms to go further

The Government's plans to allow schools to opt out of local authority control are the first steps towards the total privatization of education - but they do not go far enough. So argues the right-wing Hillgate Group in a pamphlet published on Monday.

The group reminds committed to educational vouchers and urges the Government to look again at their merits. It says that a "pupil entitlement" (voucher) covering the full cost of a child's education is the logical development of Mr Kenneth Baker's desire to devolve power to parents, heads and governors.

Mr Baker has claimed that opting out will not lead to the reintroduction of selection by ability but the Hillgate Group does not take this seriously. The pamphlet suggests that selection is inevitable and asks "is this necessarily a disadvantage?"

Support is given for a national curriculum with the proviso that "priority should be given to establishing a statutory framework for national attainment targets and tests".

Concern is expressed that Latin will be squeezed out of the curriculum and that, "in the atmosphere of multiculturalism", ethnic minority languages will be taught as a pupil's first modern language, "to the detriment of French".

The union, which sees opting out as a "covert means of privatizing the education service", says a two-thirds majority of all parents should be required before schools could consider the switch, rather than the simple majority of parents voting as proposed by the Government. Alternatively, there should be a six-month gap and a second vote, before such a drastic move could be contemplated.

In their responses, the TUC and the Communist Party of Great Britain both call an evidence from the Audit Commission in opposing Government measures designed to extend parental influence.

Referring to Commission calls for improved efficiency and greater economy in the deployment of teachers, the TUC asserts that the proposed procedure for admissions to schools will make forecasting difficult, increase costs, cause greater instability and lower efficiency.

It does not oppose some elements of parental choice, but the Communist submission says the whole principle is "class-biased". Parents "with knowledge" can get themselves privileges; the law should instead enforce a principle of neighbourhood schooling.

Meanwhile, the Welsh Consumer Council has described as "a major oversight" the Government's failure to consider fully the impact of school facilities in its proposals to give financial autonomy to state schools.

The WCC claims this could lead to local communities having fewer opportunities to use school buildings, equipment or playing fields. If schools have to find money for community use from their own budget, educational requirements for pupils are likely to take priority.

While most of the wrath is reserved for the Government's opting out and open enrolment proposals, the most detailed submissions have been made to its national curriculum document. The NUT says that the planned prominence for attainment targets and testing will lower educational standards.

The union warns of a "damaging hierarchy" of individual pupils, classes and schools, and says there may be



Scared by bench-marks? Pupils with special needs may be unable to meet the age-related attainment targets

extreme pressure on teachers to teach to the test at the age of seven, instead of encouraging young pupils to learn. This, in turn, could lead to strained relationships between teachers and parents.

The union also argues that making OCE boards responsible for moderating and examining national tests at 7 and 11 introduces an "element of farce" because the boards are traditionally only responsible for pupils at the top end of secondary schools.

It says that the cursory treatment displayed for children with special educational needs displays an almost casual indifference towards the needs of the disadvantaged.

And a group of eminent educationists also seizes on this point. In a statement issued this week, the group, which includes Mr George Cooke, deputy chairman of the Warnock Committee on special education, Professor Klaus Heddl and Professor Peter Mittler, says the curriculum plans fail to take account of the policies and provisions of the 1981 Education Act.

It says the Act "now makes a nationally and internationally recognized contribution to the education of needs in ordinary and special schools".

The union warns of a "damaging hierarchy" of individual pupils, classes and schools, and says there may be

## Baker scotches rumours of rift with Mrs Thatcher

After a weekend of intense speculation about a rift between Mr Kenneth Baker and the Prime Minister over the Government's planned education reforms, the Secretary of State announced he would launch a drive to persuade parents to "opt out" of local authority schools.

He is aiming to set up a unit in the DES charged with explaining to parents the benefits their children would gain from attending a grant-maintained school. It would advise on the steps to be taken before a school could receive direct Government funding.

The Education Secretary's announcement comes only days after Conservative members of the Association of County Councils left a meeting with him saying they had been reassured there would be no "wholesale opting out" of schools from local authority control.

Mr Paul White, leader of the Conservative group on the ACC, said there had been talk about this special unit since the general election - to assist schools in unco-operative education authorities.

He added: "My impression was that it is not necessary to persuade parents to opt out, but to give advice and help on issues such as school transfers." Mr Baker also denied any suggestion

in his first major speech since outlining the Government's plans for a national curriculum, Mr Kenneth Baker last week clinched that the reforms would produce seven substantial benefits. Speaking at Manchester University to an audience of teachers, examiners and administrators, the Education Secretary said the national curriculum would:

- enable children to move to another part of the country without upsetting their education;
- stop children specializing too early;
- help parents understand what children are trying to do;
- allow the progress of each child to be checked;
- make it easier to compare schools' performance; and
- give teachers much more assurance about what society expects of them.

Answering critics who claimed that a national curriculum which took up 80 to 90 per cent of the timetable would cause some subjects to disappear, he said: "There is not enough room for study of all the subjects which might be considered desirable, and in too many cases the pursuit of the desirable has obscured the essential."

On the Government's plans to test children at the ages of 7, 11, 14 and 16, he said that these

# Laying broad and balanced foundations

The keystone of our proposals on education reform is the national curriculum... It is not a sudden change of direction, but the natural next stage in what has been a process of evolution.

It includes attainment targets and programmes of study related to them, because of the need to raise the level of performance of children of all abilities in all subjects. It has long been a fruit of our schools that too frequently teachers pick their expectations of what children can achieve too low. We must challenge our children more if standards are to be raised.

It includes the 10 foundation subjects with maths, English and science as the core of the curriculum because we believe that the curriculum should be broad, balanced, and relevant. We must stop children specializing too early and in arbitrary ways. We must stop girls dropping physics and boys dropping languages. A broad curriculum up to 16 will leave open doors which our present arrangements do not.

It includes arrangements for assessment and testing, because a child's full potential can be developed only if his or her progress is fairly and reliably assessed at stages along the way.

During the past 10 years, many of us have also looked more closely at the educational systems of our European partners and at the standards their children achieve. The Dutch are in the process of introducing... a national curriculum... for their secondary schools.

We have compared the levels reached on leaving school with those in countries like Germany or Japan. In mathematics, for example, while our pupils are good at - if not better than - theirs in the standards achieved by the most able, pupils here who are of middle or lower ability do not perform as well as their counterparts in Germany or Japan. It is helpful also to look at the spread of attainment of pupils in our competitor countries. Their national curricula do not allow the early specialization, the closing down of options, which we allow to so many of our pupils.

I do not argue that a national curriculum for England and Wales should be simply a copy of what happens in another country. It has to be our own. We have to own it. It needs to be designed to meet our circumstances and characteristics. I see the national curriculum as a way of increasing our social coherence. There is so much distraction, variety and uncertainty in the modern world that in our country today our children are in danger of losing any sense at all of a common culture and a common heritage. The cohesive role of the national curriculum will provide our society with a greater sense of identity.

We must also see the national curriculum in the context of our educational proposals as a whole. Our purpose is to tap the energies of parents and communities and enlist them in the cause of education.

It must at the same time preserve and develop one of the greatest strengths of our schools - the competence, commitment and creativity of our teachers. What we seek is unity of purpose, not uniformity of practice. I am talking about what, not how. There is no particular place in my proposals for Government-prescribed

textbooks. That would be quite alien to our tradition...

I now turn to some of the criticisms which have been made about our proposals. I am told by some that they represent yesterday's curriculum for the schools of today and tomorrow. Let me tackle the criticisms...

Perhaps what our critics are saying is, not that the core subjects are out of date, but that schools should not organize their timetables by subjects. I shall not be telling schools how to organize the school day. It is the end-result that matters, not the means of getting there. The pupils must in the end know history, understand science and be able to write English and solve mathematical problems. They may get there by project work or integrated studies. If so, schools should remember that HMI evidence is that integrated work makes great demands on the teachers and, in effective, needs to be organized with clear direction and attainment targets. Without those it often lacks any sense of purpose and direction.

Integrated studies are, I recognize,

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Kenneth Baker: 'In search of unity of purpose, not uniformity of practice'

pursuit of the desirable has obscured the essential...

Before turning from the subjects not included in the national curriculum, let me say something about religious education. I am told that by excluding RE from the list of foundation subjects, we have put it last. The reality is

quite different. It comes first. RE is already part of the national curriculum. Its place in the school curriculum was guaranteed by the 1944 Act, and the content of what is taught is already regulated by the agreed syllabus procedure. We are not changing that... I am told we should have included

would be by "a combination of assessment and testing".

And he added: "National curriculum assessments will not be pass/fail tests like the 11-plus. They will assess attainment against national objectives. They will be used by teachers and parents to monitor progress and to help each to reach his or her full potential."

We print below extracts from the Education Secretary's speech.

careers education, environmental education, economic awareness, safety, information technology skills, and so on. In fact there is a reference to these types of topics: we expect them to be taught through other subjects, giving added dimension to what is taught, as most of them are now in the most effective schools...

A further criticism concerns the arrangements that we are proposing for assessing attainment at around 7, and at the ages of 11, 14 and 16. Our critics do not seem to favour tests. The Labour manifesto did not mention tests, but did lay emphasis on pupil profiles; and the Labour spokesman now talks of national benchmarks. The Alliance did not mention tests either, but spoke of performance indicators for schools.

I favour records of achievement and profiles. I am also in favour of developing performance indicators. We do not believe, however, that they are enough on their own... There will be a combination of assessment and testing and it will be based on the best possible advice. National curriculum assessments will not be pass/fail tests like the 11-plus. They will assess attainment against national objectives. They will be used by teachers and parents to monitor progress and to help each child to reach his or her full potential.

Rather than label children as failures, they should give them pride in their achievements and encourage them to strive for more. They are no backdoor route to selection - rather a means of satisfying ourselves that no pupil is missing out on essential areas of competence and understanding; that every child is reaching his or her potential; and that his or her particular talents are not being wasted or ignored...

I hope that I have already said enough to show that we are thinking of the curriculum - not just the foundation subjects - as a coherent whole. The Government's purpose is not to put teachers in a strait-jacket nor to standardize how their pupils are taught. Our purpose is instead to spread across all our schools the benefits of best practice both here and in competitor countries overseas.

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## Pupils win prize for paying games

by Ian Nash

With generous pay of 2p an hour and double time on Sundays, *Duel*, the executive toy manufacturer, gained record profits and the £1,000 first prize in this year's Young Enterprise national competition for schools.

Six directors earned 18p a month and were expected to muck-in with the seven workers on Sundays to make more than 1,000 magnetic boards for draughts, solitaire, and noughts and crosses.

Sixth-formers at Northampton's Duston Upper School asked the advice of Express Lifts (hence the company name *Duel*) before embarking on the venture - part of the Young Enterprise scheme to promote an understanding of business.

Lorna Kirk, *Duel* chairperson and an economics A level student, said: "I have seen the theory of company formation put into practice first-hand. I would advise a lot more young people to enter the scheme."

The sixth-formers raised £101.50 capital through the sale of 25p shares and made £1,706.12 profit on a turnover of £4,100.

Lorna admitted they had something to aspire to. Last year, the school came second in the national competition.

## Girls 'still steered into female jobs'

Girls get put off applying for "traditionally male jobs" by teachers, careers advisers and parents, a three-year study reveals.

The Young Women's Christian Association interviewed 65 people involved in management and training, including 47 girls, in the printing, construction and engineering industries.

The researchers found that schools steered girls into subjects related to traditional job prospects. One girl said: "Science and maths don't seem as important for girls as boys; teachers tell girls to do typing or home economics as they say it'll be more useful".

School careers advisers were not highly rated either. One girl who wanted on apprenticeship said her careers teacher told her that "she didn't stand a chance and why not do something like nursery nursing?"

The message from the research was that most of the girls found working in industry "great despite the hassle".

Girls in 'male' jobs? YWCA, Clarendon House, 52 Cornmarket Street, Oxford OX1 3EJ. £4.00.

## Business studies gets damning memo

by Mark Jackson

The manual typewriter, abandoned as a worktool by everyone apart from a few crusty journalists and back-alley car dealers, is still clattering away in Britain's further education colleges.

An HM Inspectorate report on business studies courses says that even though most include word processing, many students still have to practise a lot of the time on manual machines - often poorly maintained.

And, while some colleges, in the words of the inspectors, "place too much reliance on the use of manual typewriters", others, they say, concentrate too much on shorthand, which is in diminishing use in offices.

The HMI's responsible are clearly worried about the archaic equipment, outdated content, and stodgy teaching in many of the business studies courses they saw. But, as is the Inspectorate's way, they float their criticisms on a sea of faint praise.

The report, based on an inspection of 40 courses in 27 colleges during which 15,000 students were observed in class, says that in most cases the quality of education is at least acceptable - but describes only a small proportion of the teaching as good.

Students were generally well-motivated and hard-working and responded well to good teaching where it

was available. But the inspectors also say that students were "mostly tolerant of what was poor", and report that some lecturers engaged in uninteresting monologues or dictated extensive notes.

The inspectors report that much of the teaching in GCE courses consisted of long lectures during which the only activity required of the students was notetaking. "GCE A levels, usually in vocational subjects, were often one-year courses, and the examination results were often poor."

Colleges often let students take combinations of GCE and vocational courses which add up to an unrealistic workload. But even for courses prescribed by professional bodies, which were relevant to students' expectations, the examination success rate was "sometimes poor".

In office studies, too, most teachers used a narrow range of teaching approaches, although, say the inspectors, there were notable exceptions in which good quality teaching achieved a businesslike atmosphere in the classroom. Full-time office studies courses often provided insufficient or poor teaching of numeracy or concentrated too much on single skills such as typing and shorthand, with inadequate treatment of up-to-date secretarial and

office practice.

There was often too little practical experience of information processing, although most centres had made good progress in bringing word processing into their courses.

Secretarial students, nearly all of whom were female, mostly did well in single-subject examinations, if poorly in the grouped certificate course. But many students failed to achieve a marketable speed in shorthand, and the low pass rates in this subject could often be traced to low standards at entry and inadequate English skills.

While exercises, assignments and projects were usually marked with care and thoroughness, spelling errors and incorrect English were often left uncorrected.

The inspectors acknowledge the difficulties under which the colleges are working, saying that most needed: more accommodation, and up-to-date office equipment; more computer hardware and business-related software for all business studies courses; and more technical and clerical support staff.

Their report appears in two minds as to how well the colleges are meeting the needs of their business and office studies students. On the one hand,

they state that the colleges have been "largely successful in responding to a wide range of student needs", but they also say that many colleges do not do enough monitoring, reviewing, and revision of courses to ensure that they are relevant to the needs of students and employers.

What clearly worries the inspectors most, however, is the widespread failure to come to grips fully with information technology. The computer, they say, has had a limited effect on the business and office study curriculum, with its use mainly confined to an introduction to data or word processing. Many students get little hands-on experience of computers, and are seldom able to use them for assignments or other activities.

The inspectors conclude that the content of business studies courses, particularly those in office studies, has not always reflected the impact of modern technology and that "there is need for information technology to be given a greater emphasis in the business studies curriculum".

*Non-advanced Further Education in Practice: Business Studies* is available from Her Majesty's Stationery Office, Publications Centre, PO Box 276 London SW8 5PT.

## RNIB funds new college

Visually handicapped students will be able to work on the same campus as sighted students for the first time in Britain when a new purpose-built vocational college is completed.

The college, funded by the Royal National Institute for the Blind and built on the same site as Loughborough Technical College, will employ around 40 specialist staff. Sixty partially sighted and blind students will take courses in skills such as audio and shorthand typing, word processing and computer programming.

Mr Ian Bruce, the RNIB Director General, said it would enable visually handicapped students "to be integrated as fully as possible into normal college life".

The building's design is intended to aid access and maximize safety. Special lighting, contrasting colours and textures, and wider passageways will be used. Acoustic devices, such as sonar, will help students work out where they are.

## New four-tier training structure advocated

The Manpower Services Commission is condemned as "spectacularly unsuccessful" at improving training or promoting job creation in a report commissioned by trade unions.

A new four-tier training structure is recommended as an alternative in 40 pages of proposals from the National Labour Movement Inquiry into Youth Unemployment and Training.

This would consist of a national training body - including representatives of ethnic minorities and women's CBIs, TUC and local authorities - regional training bodies, area training committees and workplace training committees.

The report suggests that Scotland should have a separate training body overseen by an elected assembly because of its different educational and training systems. It highlights areas for improved training, including health, children, construction, retail,

ing, television and music industry and the education of trainers.

It also recommends the establishment of an education and training inspectorate which would have powers to monitor legislation prohibiting discrimination.

Statutory rights for 16 to 18-year-olds to have two days a week education or training without loss of pay and allowances for those in full-time education or training are also proposed.

The report opposes any moves to "penalise" young people who do not take up offers of work, education or training.

The four-year inquiry had nine individual sponsors, as well as 80 local and national sponsoring organizations. The sponsors were: Mr Tony Banks, Mr Eric Heffer, Mr Michael Macdonald, Mr Clare Shunt, and Mr. Blackmore, Mr. Don Sawyer, Mr. Backhouse, and Mr. Port-Carmon.

Ian Nash visits a Berkshire school which could be a forerunner of the city technology colleges the Government is seeking to set up

## Earning from industry

Multi-national high-tech companies pledge up to £500,000 every year to help run the place. Parents are urged to send their children to it - assured of high quality comprehensive education with a bias towards technical and business studies.

Lloyds Bank recruited two pupils with more than CSE Grade 4, even though it normally demands two A levels. The Berkshire education minister is flying visit to see this perfect model of a modern technical school.

Nu - it is not a city technology college, even if its curriculum does seem to reflect the White Paper, *Better Schools*, and the Technical and Vocational Education Initiative better than most.

But talk to industrialists in the Thames Valley and it will not be long before one of them will say "Garth Hill Comprehensive is a CTC; Kenneth Baker plucked the idea".

The latest gambit by Mr Stanley Goodchild, entrepreneurial head of the Berkshire school, was to recruit Mr Alan Watts, a senior manager from Hewlett Packard to raise a further £100,000 a year by providing services for local industry on the premises outside school hours.

Mr Watts took up the post of business manager this week. In addition to his management skills, he brings the school counselling experience, education-industry liaison expertise and another £25,000 - the company will pay his salary for the first year. "One of the first things I will do is interview the teaching staff to see if they are interested in doing evening work," he said.

Teachers will have the chance to see their earnings substantially by acting as consultants. Mr Goodchild said: "He was reluctant to say how much they could make but said: 'Our rates of pay will be far greater than other evening classes'."

Teachers could provide companies with training in keyboard skills; advice on promotional video production, using the school's drama and film studios; and help with basic literacy programmes.

He admitted that it would be easy to get carried away with the big money industry offer, "but all revenue will be ploughed back into education and resources. Our first priority is to educate the young."

Understandably he is fascinated by the CTC philosophy although he is also envious when asked what he thinks about the way the CTCs were proposed.

But then, Mr Goodchild is a true local education authority man. A former education officer and schools inspector, he returned to being a head



Screen magic: Stanley Goodchild (left) and Alan Watts plan a high-tech future for Garth Hill School

because he was tired of other heads telling him it was impossible to do what Garth Hill has now achieved.

Moreover, he is convinced that there is enough cash around for every school to be a Garth Hill. If only heads promoted the value of investing in their schools, and let industry "interfere with the curriculum".

Garth Hill has won renown for its list of "firsts" including a computer-based library and a high-tech office for business management training. The question now is how long will it be before the Education Secretary has the bright idea that all schools should employ a business consultant to make better, profit-motivated use of their premises?

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## Survey gauges children's attitudes to racial violence

by James Meikle

Nine hundred Manchester children are taking part in a research study commissioned by the town investigating racial violence in the city's schools.

Ellen Kelly, a lecturer at Manchester University, is leading the work being carried out among first and fourth-year pupils in three schools. The study, including completion of questionnaires and group discussion, is designed to probe pupils' attitudes towards racial violence.

The results will be considered by the independent inquiry team headed by Mr Ian Macdonald, the London barrister and race relations expert, which is expected to publish its findings before Christmas.

The inquiry was established following the murder of 13-year-old Ahmed Iqbal Ullah at Burnage High School

last September. His attacker, also aged 13, was later found guilty of murder and ordered to be detained "during Her Majesty's pleasure".

Education officers, pupils, parents and governors have already given confidential evidence to the inquiry team, which has also visited a number of schools.

The team has now invited communities throughout the city to offer evidence, issuing a bulletin on progress so far translated into Urdu, Bengali, Punjabi, Chinese, and Vietnamese.

Mr Macdonald stresses that his report will be a campaigning document. "We are not looking merely for negative images of Manchester schools... We have not embarked on a witch-hunt but we are looking to signpost constructive ways forward."

## Integration scheme wins admirers

The integration of physically handicapped children into a Kent high school has been highly successful, judged by the reactions of pupils, parents and staff.

Nineteen disabled students, past and present, and 66 able-bodied pupils from Seneca School in Maidstone were questioned, along with parents, school staff and medical personnel. The survey was backed by a School Curriculum Development Committee grant.

The report will now be distributed to all the disabled pupils involved were asked to attend an ordinary school and 97 per cent of the able-bodied pupils liked to see them in the school. But the views of disabled and able-bodied children did differ slightly. The vast majority of physically handicapped

pupils thought no extra help was needed. They said staff treated them like everyone else and they felt generally accepted by other pupils.

Of the able-bodied pupils questioned, however, 57 per cent thought the disabled should get more assistance in class, two-thirds said teachers treated them the same as everyone else and 70 per cent felt the physically handicapped were accepted as full members of their tutor groups.

A few disabled students felt teachers or nurses were too protective of them, several mentioned physical mimicking by other pupils or the use of expressions such as "spastic" and "thicko" and some suggested widening the corridors, installing another ramp, giving more attention to floors, body building and speech therapy, and enclosing areas

where they had to travel outside because they got wet and cold. Four out of 11 students would have liked more help with careers.

All the staff questioned felt the disabled pupils were successfully integrated. They suggested better equipment in practical subjects, better integration in non-lesson time, more use of electronic learning aids and more medical information for staff.

*Seneca School - research into provision for pupils with physical disabilities*, is available, price £2.50 including p.p.p. from the deputy head, Mr Paul Leedham, at the school, Salford Road, Maidstone, Kent ME15 9DE. Cheques should be made payable to Seneca School Fund.

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Engineering trends: high-tech versus traditional style

# Taking the oil rag to the cleaners

YOUTH TRAINING

Engineering must change its image to attract today's school leavers, Ian Nash reports

Engineering has an "oil rag" image that few school-leavers find appealing, says Mr Martin Hamer, assistant director of Buckinghamshire College of Higher Education. "Put the word 'electronic' in front, however, and they will go after jobs in droves."

An alarming problem underlies his remarks. There is a shortage of skilled manual craft workers in the sunrise industries that threatens to turn into a crisis.

Companies are crying out for people trained in skills such as metalwork and carpentry, despite the experts who have insisted for a decade or more that such skills would be automated out of existence overnight.

Mr Hamer is a director of Target, the Thames Action and Resource Group for Education and Training established to tackle the skills mismatch in Berkshire, Buckinghamshire and Oxfordshire—the Silicon Valley of the South.

the South — and develop training programmes. It was common knowledge that companies need more and better computer technicians and design engineers. But he was very surprised when a Target survey revealed that 49 per cent of firms desperately needed people trained in manual crafts.

The Youth Training Scheme has not yet successfully replaced the old craft apprenticeships though this has more to do with uncertainties over future needs than failure of the scheme.

Mr Roger Petts, co-director of Target on secondment from Rank Xerox, said: "In my experience, the skills levels of YTS trainees coming through the information technology centres is very good indeed. They provide a very good pool of skilled technicians."

But Mr Hamer pointed out: "Switch your attention to engineering and you find that 10 to 20 per cent of YTS places are not filled. Employers were in favour of the YTS at first because it was cheap, but many are now querying it."

While some of the larger companies like Rank Xerox maintain a steady intake of craft workers, using the YTS as part of a broad apprenticeship, small to medium-sized businesses have not.

Research showed that up to eight out of ten companies in key areas had shortages at all levels from graduate engineers to skilled and apprentice

craftsmen. Shortages were not confined to manufacturing but were just as acute in clerical and service industries.

Target was set up after an intensive six-month study of skills shortages and asked to recommend action. It arose from a European Commission-sponsored seminar in 1985, prompted by the region's two MEPs, Baroness Elles (Thames Valley) and Mr James Elles (Oxon and Bucks).

The conference identified the mismatch as a Europe-wide problem and Target became the pilot scheme for COMETT, an action programme of the Community on Education and Training for Technology.

It was launched in April 1986 as a joint higher education and industry initiative, but quickly grew to take in more than half the public and private further education institutions in the three counties. It was intended to match industry's needs with the training on offer in further and higher education.

Unfortunately, too many public sector further education colleges have proved inflexible, while the private sector was far from cost-effective and failed miserably in reacting to potential employers.

According to Mr Hamer, the financial limitations imposed by local education authorities have stifled initiative. "For example, if you have a money-making idea in Hertfordshire college the L.E.A. will claw back about

60 per cent of your profits," he said. A survey of 570 Thames Valley businesses also showed a reluctance to seek help with training. Reasons were apathy, day-to-day pressures, lack of confidence in the colleges, cost, fear of others poaching trained staff, and time needed to carry out the training.

A major consequence of the skills shortages is that it inhibits the employers' ability to release staff for retraining. It is a vicious circle that had to be broken as soon as possible, said Mr Petts.

Using a computerized database, employers' needs are quickly matched with courses available. Provision throughout the private and public FE and HE sectors is also being analysed to a new depth and gaps are being identified and filled.

Tailor-made courses are being devised and new training approaches developed. For example, the management of an Oxford trading estate is liaising between Target and its 120 tenants to provide training for firms.

Employers are now aware of the range of possibilities other than day release and evening classes, including distance learning schemes, and vocational education and training in the workplace.

But Mr Petts is also insistent that the flexible approach should filter down to schools. The secondment of Mr Alan Watts, a senior manager of Hewlett-Packard, as a business manager at Garth Hill School in Berkshire, is a

Target skills shortage survey of 570 Thames Valley companies		
SKILLS SHORTAGE	PERCENTAGE	
Manual crafts	49	
Company systems design and programmers	18	
Electronic engineers and designers	12	
Managers and supervisors	10	
Technical sales staff	8	
Mechanical engineers and designers	4	
Miscellaneous	3	
TRAINING NEEDS (identified by companies in order of priority)		
Managers and supervisors		
Systems designers and computer programmers		
Technical sales engineers		
Electronic engineers		
Craftsmen		



Most education authorities have been suffering from falling rolls in recent years but in a few areas they are rapidly rising. TES staff report from London's docklands and a Dorset boom town on how I.e.a.s are tackling the problem

# Downriver... but upmarket

DOCKLANDS

The windows of Drew primary school are to be double-glazed before the first flights take off from London's new city airport.

The airport has been built on elevated land behind the school, and its broad blue walkways loom over the Victorian building, providing an unintentional symbol of the contrast brought about by the massive docklands development.

In west Silvertown there is only the airport, which will take business people to Brussels and Paris. No expensive houses are going up and the only employer is the Tate and Lyle factory that has been there for decades. The population of this part of Newham continues to decline and until last year the education authority was considering closing Drew school.

Across the other side of the Royal Albert docks the large new estates in Beckton have created the demand for a new school. Within days of Mid-Beckton primary school opening its doors the head, Mr Derek Stritton, was worrying about having to turn away parents.

Parents who may be well able to afford private education are not showing any reluctance to use the school which has large airy classrooms. What concerns them is where they will send their children at 11.

"It may well be that they will try out state schools for their young children and move them to the private sector when they have to move schools," said one education official.

The primary schools in docklands, which range from Tower Bridge in Tower Hamlets to the edge of Newham, are beginning to fill up in the nursery and reception classes, but only the Beckton "cinder" is established enough to generate an even demand

for school places throughout the age range.

Redriff primary school stands in the dust haze created by the building sites on Rotherhithe Street. Houses and flats that cost a fortune are being snapped up as soon as the concrete mixers move off the estates. But, as yet, Mrs Mary Collins, the acting head, has not had many children from the new homes.

"It may be that it is mainly young couples or single people who have moved in, though the new list for nursery places has 10 children from the private estates," she said. The school has, however, lost two pupils to a prep school. The parents explained that they were happy with Redriff but had to move them to be sure their daughters got places in a good public school later.

By 1989 Redriff should be in a new building and have places for twice as many children, one of six new primary schools planned for docklands.

The London Docklands Development Corporation was set up in 1981 to bring private investment to the area and it has engendered a boom town. The two education authorities in docklands, Newham and the Inner London Education Authority, complain that the population growth is unplanned and makes the provision of schools difficult.

What rankles with John O'Malley, chair of the ILEA's development subcommittee, is that the corporation "looks after its own" — it is prepared to pay for attractive "enhancements" to schools, while just streets away from the LDDC boundary the ILEA desperately trying to build schools for a rapidly growing Bengali population.

One school may receive a mini-bus from the LDDC while another will be presented with a swimming pool. "It is willing to put money into environmental projects that make the area more attractive to the kind of



people they want to move there, rather than providing facilities for the people who live there," said Mr O'Malley.

Secondary education is bound to prove controversial too. There are plans to set up a city technology college in Newham and such a school would fit well with the hi-tech image being created by the LDDC on both sides of the red-brick road that has been built through the heart of the Isle of Dogs.

The LDDC has canvassed the views of Newham's director of education, Mr Andrew Lockhart, who has made it clear that the authority would be unhappy with such a development.

Mr Nigel Crawford, the LDDC co-ordinator for education and training, says the DES has asked the corporation to suggest a suitable site.

"Our first priority is to get primary and secondary schools established. Any city technology college would have a wide intake and might not have a significant impact on local schools."

The LDDC is sensitive to criticism that it encourages private investment at the expense of the local community. "I've even heard people say the docklands light railway isn't for the benefit of local people and that's clearly nonsense," said Mr Crawford.

The LDDC, he says, wants to see the general standard of education improved. "A lot of jobs in docklands are for skilled people such as technicians. Employers are looking for four O level passes. The local pupils are perfectly capable of getting those exam

results, but there is a tradition of leaving school at 16."

Within the LDDC area there are only two secondary schools, George Green on the Isle of Dogs and St Michael's Roman Catholic school, Bermondsey. Even before the advent of the LDDC children went to schools out of the area.

The roll of George Green started to rise last year, but it is still far from full. The new head, Mr Jim Craig, is determined to make the school a centre of excellence for information technology and believes that being minutes away from the new light railway will mean a wider catchment area. George Green is already part of ILEA's London Compact with local employers.

Unemployment on the Isle of Dogs is high and the glitzy new office blocks and expensive flats have provoked bitter graffiti aimed at the Porsche-owning newcomers. Initiatives aimed at ensuring the local population has the skills to cash in on the influx of jobs are one way of tempering the resentment.

As well as providing equipment for schools, the LDDC has met with headteachers to discuss the changing employment pattern. The LDDC estimates that 30 per cent of the new jobs are filled by local people and the aim is to improve on that.

In 1981 when the LDDC was set up 40,000 people lived there. By 1991 it should have reached 80,000.

The lack of impact on the schools

may be due to the fact that much of the development up to now consists of expensive flats for young couples with a life-style that doesn't include children.

But the population is changing and many of the newer developments are dominated by three and four-bedroom family houses. At St Peter's primary school in Wapping, only a couple of the 35 children in the nursery class are entitled to a free school meal compared with 90 per cent in the rest of the school.

"In ten years' time you won't recognize this school. None of the local people will be able to afford to live around here and it will be a completely middle-class intake," said Mrs Ann Dodd, the head.

Parts of docklands have already changed beyond recognition. Beckton, once known as the site of Europe's largest sewage works, is now almost the size of a small town. There are two schools of thought about the future: that docklands will become a yuppie enclave or, alternatively, that the prosperity being brought into docklands will improve the lot of a community which lost its spirit when the docks closed.

In the short term, the benefit for pupils of Drew school are likely to be limited to reinforced glass in the windows and a playground view of planes taking off for the Continent.

Geraldine Hackett



Assembly lines Lytchett Matravers' 320 pupils have to squeeze into a hall that seats 200

primary school which is on two separate sites; the upper floor of an iron building is served only by an iron staircase.

DES allocations are not the only puzzle; predicting future roll accurately is a nightmare according to the education officer responsible. The review of a structure plan mapping out proposed development in south-east Dorset until the next century has not yet been approved by the Environment Minister, who may override the latest development limits proposed by the county council.

Periods of uncertainty are inevitable. Until last year, there was a possibility that massive further development in Lytchett Matravers would make it necessary to provide two primary schools. "Public outcry then led to swift jettisoning of the proposal to expand the village."

Even a structure plan which wins public approval and the minister's blessing may not be able to impose finite limits on development. "We are not sure how to modernize a Bridport

application because it exceeds the number of houses allowed in the structure plan, particularly as it gets older," explained Charles Cordy from the county's planning department.

"The demand for development is infinite here."

Mr Cordy works closely with the education department so that the county council can take the educational implications into account when it is choosing sites for development. However, education has to fit in with the overall plan, despite the consequences. If the creation of the vast new Grange estate of 4,500 houses north-east of Bournemouth goes ahead, for instance, education planners will either have to expand the local comprehensive to a mammoth 16-form entry or build a new upper school which is too small to be viable.

Uneven rates of development add to the difficulties of planning ahead. Building depends entirely on the developers' cashflow. If house sales are brisk, the whole development will move forward. If house prices fall

builders might wait 10 years before taking up planning permission.

The problems don't stop when a development has been finished. The initial bulge in pupil numbers tends to tail off slightly after a couple of years, so the authority could be left with a half-empty school if it built to cater for the maximum number of children predicted. But it's hard to explain this to angry parents confronted with temporary classrooms.

Building on infill sites is also tricky to forecast. And regeneration can completely skew the I.e.a.'s careful calculations, which are based on area health authority statistics showing all the families registered with local GPs. School rolls in south-east Dorset have risen sharply as families have moved into the area and renovated homes formerly owned by elderly people. The Education Secretary's open enrolment policy could reduce planning to total guesswork.

Yet despite the many pitfalls, Mr Saunders is undaunted. "You have to be optimistic in this job," he said. He believes that schools for future developments will have to be partly funded by the developers themselves. There's already a legal obligation for developers to contribute to the cost of new roads and sewerage, but Dorset County Council is now planning to encourage developers to provide the land for new schools and youth clubs.

"If developers won't provide what we want, we can argue that their proposals won't succeed because there is no infrastructure," said Mr Cordy. The system has already worked successfully in a development near Bristol.

And there may be a happy ending for Lytchett Matravers, too. The county council is now considering a barter scheme where by developers will receive the prime school site in exchange for building a new school on county council land on the outskirts of the village.

Susanah Kirkman

PHILOSOPHY

The age of the philosopher may not be dead in our schools, reports Susan Greenberg

The 18th-century philosopher Immanuel Kant is credited with saying that the "class of philosophers is by nature incapable of plotting and lobbying." A burst of activity aimed at promoting philosophy in schools may prove him wrong.

Advocates of philosophy in the classroom use a hard-headed approach which takes account of curriculum restraints, and the demands of the Technical and Vocational Education Initiative. Gone, they hope, is the image of philosophy as a classroom discourse on "do tabulae exist?" Meets

the new "flexible thinking" for a technological age.

Most would agree that the growing interest in the subject will only develop with co-ordinated help in training and materials. They also agree that teaching about method is as important as content, and that Britain lags behind most developed countries in both.

A level entries, mainly from further education college students, are growing slowly; provisional figures for this year show a total of 338 Associated Examining Board entrants, with passes at 72.8 and 86.9 per cent respectively. The JMB is looking at proposals for a philosophy Advanced Supplementary level, and the Association of Teachers of Philosophy is encouraging teachers to submit Mode 3 syllabus plans to the GCSE Boards.

A group of academics is looking for

backing for an even more ambitious project—an Institute for Philosophy in Education. They include the ATP organizers, John Skorupski, professor of philosophy at Sheffield University, George Macdonald Ross, at Leeds University and chairman of the National Committee for Philosophy, and Mike Garfield, head of philosophy at Manchester Polytechnic.

The institute would aim to co-ordinate initiatives around the country, assess projects here and abroad, develop materials, training, and interdisciplinary work, and give advice to bodies such as the Department of Education and Science and the Manpower Services Commission.

Staff secondments from some local education authorities have already been pledged. The organizers are now looking for wider support, particularly from Mr Kenneth Baker, the Education Secretary. The former higher education minister, Mr George Weidenfeld, said he believed an "awareness of philosophy — at some stage in some form — is indispensable in an educated society."

One example of the kind of initiative the institute can promote is the Thinking Skills Network, a voluntary association of teachers and others which sprang out of the work of Reuven Feuerstein, the Israeli psychologist who believes slow learners lack an adequate conceptual framework for acquiring knowledge.

In 1983 the DES backed the Lower Attaining Pupil Programme in Somerset and Oxford, which uses the Feuerstein method. Nigel Blagg, a senior educational psychologist, monitored the project over two years and decided it had helped children to work better in all subjects. Mr Blagg has now developed the project into a rolling programme involving 800 pupils in Somerset.

He has tried to make Feuerstein's work more applicable to existing curricula and training courses; ICI, for example, want to use the programme for employees learning to cope with advanced technologies.

Also suitable for support is the "Philosophy for Children" programme based on the work of Matthew Lipman

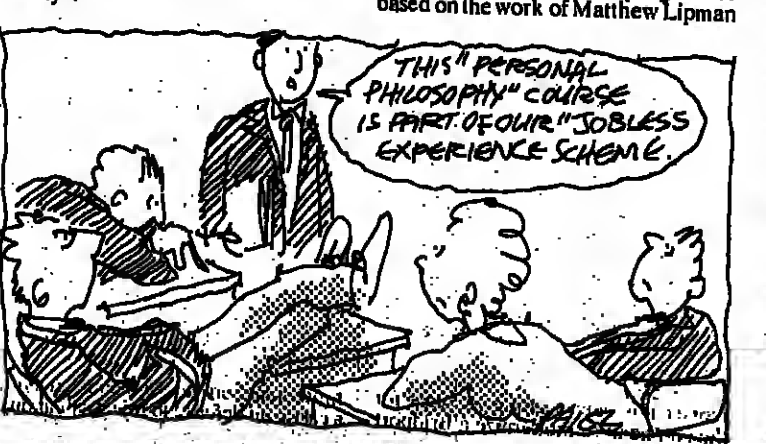
from the US, which uses stories specifically written to stimulate discussion. The scheme has been developed in this country by Mike Garfield, who spent two years working with children at Abraham Moss comprehensive school in Manchester. The philosophy course, held for a mixed group of bright children at the school, has been taken over by Anne Burgess, who is one of three teachers in Britain using the Lipman approach.

At a recent conference on philosophy in schools, Mrs Burgess conducted a session with her pupils followed by discussion with the philosophers in the audience. "The children held their own with the professionals," said good responses in strong terms. "Mr Garfield, 'One child said: 'In this class you can actually talk to the teacher'."

Philosophy in the independent sector is almost as patchy as in state schools, with some notable exceptions. Michael Palmer runs one of the biggest philosophy departments in secondary education at Manchester Grammar school. About 300 sixth-formers are involved and his courses have aroused much outside interest.

The Royal Institute of Philosophy has appointed a board member to liaise with schools, and is holding a conference tomorrow on colleges. This year's annual lecture series on fundamental themes in philosophy was designed to relate to the A level syllabus, but in the words of the institute's director, Professor Philip Griffiths, "we don't see the A level as essential to becoming a philosopher."

Talkback, page 24  
 Association of Teachers of Philosophy, Dr Neil Sellers, Secretary, 34 Ranby Road, Sheffield S11.  
 Philosophy for Children, Dr Michael Whalley, Flat 6, 12 Grove, Southsea, Hants.  
 Royal Institute of Philosophy, University Hall, Gordon Square, London WC1.



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# Seven dwarfs dig into the 'poor schools' seam

With education rapidly emerging as one of the key issues in the 1988 US presidential campaign, at least according to the public opinion polls, prospective candidates from both parties are tussling no time in staking out their positions. Last week in North Carolina the seven contenders for the Democratic nomination (disrespectfully known here as "the seven dwarfs") joined two Republicans in the first-ever televised debate between presidential candidates on the issue.

The result was less than inspirational. Ideas on how to improve the state of America's schools were in somewhat short supply. Indeed, had it not been for the (coming off-stage) presence of Mr William Bennett, the Education Secretary, the event would hardly have been worth reporting.

Mr Bennett is not a presidential candidate, though he gives every indication that he would love to be asked. He travelled to North Carolina just the same, in order to give the politicians the benefit of his wisdom. "Lack of accountability is among the most striking and damaging features of our current educational system," he told a pre-debate press conference. "There are greater, more certain, and more immediate penalties in this country for serving up a single rotten hamburger than for furnishing a thousand schoolchildren with a rotten education. This must change."

"Holding people accountable does

## UNITED STATES

**Three Democratic presidential contenders have vowed that their first executive act would be to sack the Education Secretary. Bill Norris explains why**

not win you favour. There will be complaints. But if we don't move towards accountability, children will suffer. Good schools can save children - bad schools can destroy children's abilities and aspirations, and do. The stakes are high."

With one exception, however, accountability did not seem to stand high on the agenda for the candidates of either party. Nor did they pay much attention to Mr Bennett's strictures on the question of Federal spending.

This was familiar stuff from Mr Bennett. More surprising, in view of his own fervent attempts to cut the Federal education budget, was his admonition to the Republican candidates. "When it comes to education," he said, "Republicans sometimes speak as if nothing is more important than to save money. Republicans also sometimes speak as if it is sufficient to lament the mistakes of the 1960s and to yearn for the 'good old days'. Criticisms



William Bennett complains that a restaurant which sells one rotten hamburger is punished more than a school that serves up a bad education to 1,000 children

and nostalgia are not a plan for action. The coming campaign, Republicans must do better than look at education through the green eyeshade of the accountant."

But the Education Secretary's strongest attack was reserved for his old enemy, the National Education Association. Candidates, he said, must stand firm against the teachers' union, which had shown itself to be "the most entrenched and aggressive opponent of education reform."

This brought an immediate response from NEA president Mary Hatwood Futrell, who described Mr Bennett as "the fastest lip in the Reagan Administration."

Nor did the politicians themselves seem impressed. Three of the Demo-

crats announced that their first act on taking office would be to fire Mr Bennett. They may have had in mind the fact that the teachers' unions are likely to provide nearly 500 voting delegates to the 1988 Democratic Convention where the presidential candidate will be chosen.

"On election night," said Senator Albert Gore, "I'd send a telegram to William Bennett and tell him to clean out his desk. I'd appoint a working teacher as Secretary of Education."

Mr Bennett, listening in the audience, seemed visibly upset. He refused to shake hands with Senator Gore after the debate. "I wouldn't take a phone call from most of these guys," he told reporters later. "Gore takes all my ideas and then says he'd fire me."

# Tensions between the hub and the rim

## FRANCE

**Mary Follain looks at the arguments for and against decentralization**

President Mitterrand, aware that France has suffered from an overdose of centralization, regards the devolution of power to the regions as "the major task" of his presidency. The main thrust is the transfer of responsibility from the *prefet*, who since Napoleon III has been the state's representative in the province, to local elected councils.

No administration is more centralized than education. Even though mayors have been responsible for the building and running of primary schools in their commune, they rely on the *prefet* for many key ones.

"The system has worked reasonably well in primary for well over a century," says M. Paul Rollin, rector of Versailles, France's largest education administration area.

"A similar arrangement was introduced at secondary level in January, 1985. The regions (the largest units in general administration), inherited per secondary schools, or *lycees*, and the departments, the lower secondary, or *colleges*, he continued.

It is the embarrassing legacy since many buildings are in need of repair and new *lycees* desperately need to accommodate the thousands of 16-year-olds who are staying in hostels that better qualifications will improve their chances of a job.

"Some people think decentralization has not gone far enough," admits M. Rollin, "and others that enough has already been done. There is no doubt that local elected councils are making a bigger effort to build new schools and repair existing ones than the state had done in the past 20 years. They are obviously much more sensitive to local demands than a bureaucrat in Paris."

Critics say there is still little room for local initiative. There is more consultation but the rector holds the trump card since he distributes the Ministry's yearly allocation of new teaching posts throughout his area. (In some districts, half the teachers ask for transfers every year.)

If the councils decide there is a need for a new school or course, they must have the rector's promise that he will provide the necessary teachers. He can refuse, just as he can refuse to finance a project which he favours.

M. Rollin says: "It's a choice between trench warfare and making an effort to reach an agreement. So far everyone has preferred to avoid the very real danger of conflict inherent in the new laws."

There are real advantages for technical education which has been particularly vulnerable to a central bureaucracy slow to up-date courses. The rector is now authorized to set up courses, providing they conform to strict ministerial education requirements.

At the request of local employers, Versailles has a specialized diploma course in car body maintenance which has been set up in half the time it would have taken going through the Ministry.

But schools will still have very little autonomy. Secondary school heads are freer to distribute teaching posts, but they must respect the curriculum and instructions circulated by the ministry.

Mme Michèle Alliot-Marie, education junior minister responsible for "decentralization", is shifting some power downwards from the rector to the inspectors, and heads are being given a little more leeway.

But the new freedoms, like those enabling heads to grant a teacher leave to teach in a university, or take time off to travel, only serve to highlight just how centralized French education remains.

# Greens warn time is ripe for student action

## WEST GERMANY

**Paul Bendelow on the problems of students facing long degree courses and large debts when they eventually graduate**

delaying the start of work even further. Studies published earlier this year, however, suggest that students take so long to complete their degrees partly because they have to finance them through part-time jobs during term.

In June, the German Student Welfare Organization, the DSW, reported that nearly half of West German students do paid work for an average of 12 hours a week, increasing towards the end of their degree courses. According to the DSW, this not only delays graduation but detracts from performance.

Part-time jobs are necessary because state support seldom covers the full duration of the study period; only 20 per cent of students complete their degrees within the time allotted.

Mechanical engineering students, for instance, can claim state support for 11 terms (five years), whereas the average course lasts 14 terms in this subject.

In addition, since grants were converted to repayable loans in 1983, many students try to manage without



Lumpy state lack of state support means many students have to work part-time to finance their degrees

state support, at least for part of their study period, to reduce the debt they face on graduation. Less than a quarter of West German students now receive state support, compared with 37 per cent in 1982, and only 70,000 are on full support.

A large proportion of students, however, are ineligible for state support, because their parents' income is above the means test threshold. This has led to repeated calls - from the West German vice-chancellors' conference, among other bodies - for thresholds to be raised and for at least part of student support to return to a non-repayable grant system.

Instead, the Bonn ministry this summer proposed a number of schemes for middle-income families to pay for their children's higher education with the help of loans repayable at a rate of interest pegged by the state. The proposals have been less than universally well received. While the left-wing VDS students' organization dismissed them as "absurd", the conservative student body, the RCDS, claims they "make nonsense of efforts to reduce degree duration" and fears "the beginning of the end of state support for students".

Professor Hans-Ernst Folz, the chairman of the DSW, said the credit proposals represented "absolute rock-bottom" in student financing. "It's now a question of trying to restore what was once a matter of consensus," he said.

Meanwhile, growing graduate unemployment is also encouraging some students to delay taking their degrees rather than become jobless and lose the social security advantages they enjoy while studying. Authorities in West Berlin estimated last October that over 10 per cent of the city's 90,000 registered students fell into this category and a survey by Berlin's Free University suggested that a third of West German students are considering taking second degrees rather than join the ranks of the country's 110,000 unemployed graduates.

Plans in Lower Saxony and Bavaria to introduce tuition fees for "long-term" students led to demonstrations and student strikes earlier in the year, which would seem to support the Green's view of trouble ahead.

In July, the Greens offered yet another reason for overlong study periods - what spokeswoman Inma Hillerich described as "the frequent lack of ideas and idleness of West German professors". At the same time, there is general agreement that no progress can be made towards shorter degrees without the active support and commitment of the academic community.

The jealously guarded independence of this community - recently described by one West German educationist as "the last bastion of European absolutism" - suggests change may be slow in coming.

# Anger greets plan to raise starting age

## IRISH REPUBLIC

Mr Charles Haughey's minority Fianna Fail administration is giving serious consideration to raising the school entry age from four to five. It has provoked a furious outcry from parents, teachers and managers, especially as a previous attempt by Dr Garrett Fitzgerald was overturned.

The proposal is now back on the agenda because, according to Fianna Fail, public finances have deteriorated to such an extent that previously unthinkable cuts have been implemented. The party was accused of profligacy in the past, but has now imposed draconian cuts in local authority spending, reductions in the number of hospital beds, postponement of education building projects, and the scrapping of quangos such as the Health Education Bureau.

Civil servants and other public service workers face redundancy packages or redeployment. Teachers who had previously assumed their jobs were secure for life will soon be offered redundancy terms.

There are almost 4,500 primary and secondary teachers in the Republic and Mrs Mary O'Rourke, Education Minister, is believed to be seeking 2,000-2,500 redundancies. She hopes to achieve substantial cuts through proposals to increase the primary pupil-teacher ratio, despite the fact that classes in Irish primary schools are among the biggest in the EEC. Further redundancies will come at the secondary level, where a redeployment package is being negotiated.

However, these measures alone are insufficient for the Cabinet, which has put the school entry age back on the agenda. John Welshe

# THE TIMES

## Not just William

Is the good behaviour of a Royal prince due to sitting still for half an hour every day? Parents and teachers alike will be pleased to hear there is plenty of evidence that it works, as *The Times* reveals this week.



... and regularly in *The Times*, Bernard Levin on the way we live now, David Miller on sport, Irving Wardle at the theatre, John Clare on education, Jane MacQuitty on wine, Peter Ackroyd on books, Barbara Amiel's viewpoint, Shona Crawford Poole on travel, Philip Howard on words, the humour of Mel Calman and Barry Fantoni, John Higgins at the opera, the unique *Times* crossword ... and much more.

## THE TIMES

A lion among paper tigers (25p)

# Arcadian image spoiled by attack on Aids family

All is not well in Arcadia. Arcadia, Florida, that is, where three young haemophilic brothers were barred from school after being diagnosed as Aids virus carriers.

Their parents sued, and a Federal judge ordered them admitted at the start of the autumn term. They had been out of school for a year.

This is becoming a familiar pattern in America, where there are now, according to National Education Association figures, 684 school-age victims of Aids. In Arcadia, it was not the end of the story. For a week the brothers were harassed, and other students boycotted the school. There were two bomb threats against their parents. Finally, while the family was out one evening, their house was burned to the ground.

Charles and Loose Ray lost everything they had. They took the boys, aged 10, 9, and 8, and left town. This week, only days later, they found themselves telling their story to Congress, where Senator Edward Kennedy is promoting a Bill to outlaw discrimination against Aids victims.

"This family tragedy confirms everything we know about the need to fight hysteria and fear with education," said Senator Kennedy after the hearing. "It demonstrates the destructive forces unleashed when people react to fear with hatred and discrimination."

Ironically, Arcadia, Florida, is not the town of its name to figure in the controversy over children with Aids. Arcadia, Indiana, is now the home of 15-year-old Ryan White, whose parents fought and won the first and most famous case on the issue last year. There, the story is very different.

Ryan, another haemophilic, who contracted the disease from a contaminated blood transfusion, is now an ordinary pupil at the local high school, where the students can study texts devoted solely to Aids. They also take courses on sexually transmitted diseases, and can borrow videotapes on the subject for viewing at home. None of this happened before Ryan hit the headlines.

"The knowledge of the disease here is very high, so the majority are objective and open-minded," says his headteacher, Tony Cook.

The two Arcadian cases, with their very different outcomes, have done much to concentrate the minds of school boards across the country. The New York State Board of Regents is expected to vote this month on a recommended Aids curriculum beginning in kindergarten, which will teach 12-year-olds about the use of condoms. Schools in Oklahoma and in Maryland are now required to give Aids instruction, and Texas is expected to follow shortly.

But elsewhere there are still boycotts by parents who fear transmission of the disease, unimpressed by repeated assurances that it cannot be spread by casual contact. There are also protests from groups who believe that Aids education is misguided at best.

It remains to be seen whether Senator Kennedy's anti-discrimination Bill will make any difference to the mindset of the Arcadians. The Florida Arcadians, that is.

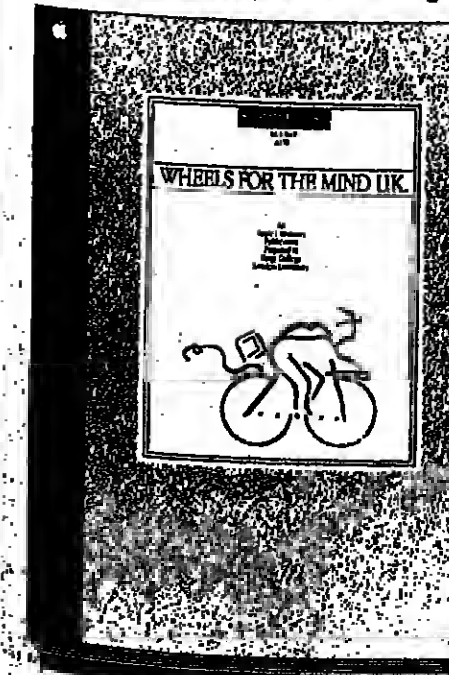


Ryan White, contracted Aids after a contaminated blood transfusion

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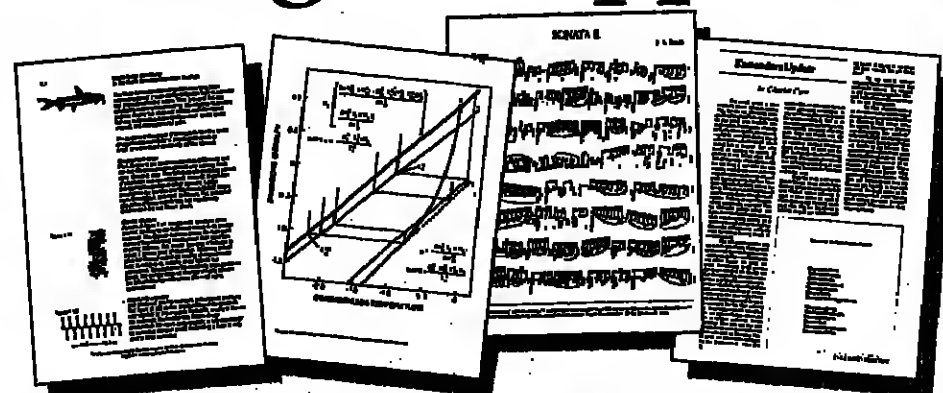
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## HANDWRITING

## Key skill

Colin Bulman

I doubt if I am alone among teachers and lecturers in deploring the dreadful handwriting of many students. How many unnecessary hours a year do we waste deciphering illegible scripts? One solution would be to give greater emphasis to the teaching of legible handwriting.

There is another solution which should go hand in hand with this one. We live in an age where the computer and word processor have made the typewriter almost as archaic as the felt tip pen has made the quill – and yet school pupils are hardly ever taught to use a typewriter.

It is the equivalent of mathematicians or scientists ignoring the place of the electronic calculator as an educational tool. But, of course, they did not ignore the calculator. All pupils use them, most have their own.

Digital typewriters cost little more than a sophisticated calculator, but how many households have one? Few, in comparison with those that own calculators, in spite of the fact that all members of the family would have some use for one at some time.

I believe there is a reason for this which should be dear to the hearts of feminists as well as teachers. When the typewriter became common office equipment, typing was the province of secretaries who were almost 100 per cent female. It was taught in some schools and colleges, but almost wholly to girls on secretarial courses.

We are still suffering from this anachronism. Because of its early associations, keyboard skills are still not universally taught or accepted as skills which would be invaluable to almost everyone who is going to write more than a shopping list.

For all students who are going on to higher education, it should be regarded as essential. Keyboard skills will also be valuable to users of computers and word processors. And yet typing, like legible handwriting, remains a woefully neglected subject. It's time schools caught up with the technology and the times.

Colin Bulman teaches at Huddersfield College.

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## TALKBACK

## AS LEVEL

## The history of ideas

Colin Swaridge

Modern religious studies syllabuses at A level do contain options of a decidedly philosophical kind; yet students are under the misapprehension that it is necessary to be religious to make anything of religious studies. It is no more necessary to be religious in order to make sense of religious studies, than it is necessary to be litigious in order to study law.

But if the title "religious" (for a course in ideas) is helpful, it is best dropped and "philosophy" would seem to be equally forbidding. Until recently philosophy was not a school subject at all. Two boards offered a philosophy A level examination for the first time in 1986: the Associated Examining Board's examination attracted 112 candidates, and the Joint Matriculation Board's 36 (the former compares with the AEB's almost equally low number for religious studies, at 341). These are not figures of the sort that persuade educational publishers that there is an untapped market.

Plans for the advanced supplementary level reflect board pessimism where candidates numbers are concerned: of the six A level boards, only the JMB and the JMB aim to offer religious studies, and only the JMB will offer philosophy, for the first examination in 1989. The JMB's

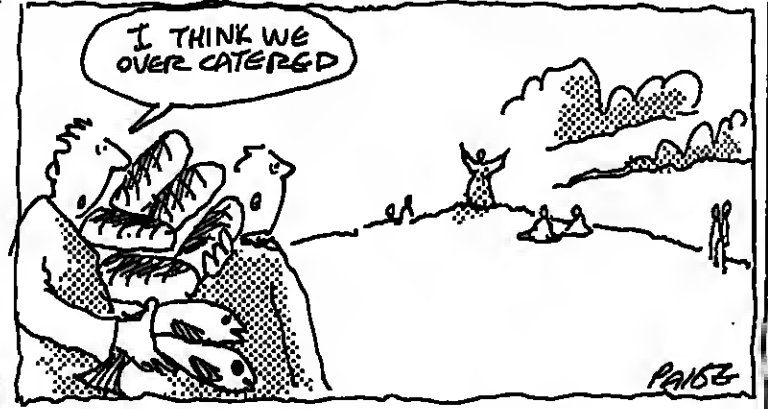
prophesy may well fulfil itself, since its AS level is to be Paper 1 (the less interesting one) of its very traditional A level: a study of the "classics" of philosophy (Plato, Aristotle, Hume, and Nietzsche), the philosophical equivalent of biblical theology. It might have been expected that a new course and examination, and (who knows?) a new and bigger body of candidates, would have prompted innovation, not (the wrong) half as much of the same again.

I intend to propose to one or more of the boards, an AS level syllabus in the modern history of ideas. I believe such a syllabus ought to cover the changing

pattern of religious belief in the West over the past 150 years (the science versus religion debate, historical and literary criticism of the biblical record, the decline of a realist belief in God), and the growth of non-religious world views (the rise of scientific humanism, secular moral philosophy, and modern philosophies of man and the cosmos). A course based on this syllabus would be discursive and course-work assessment would be an option.

I am arguing neither for a "soft" course in "high-falutin' talk", nor for an elitist course for would-be philosophy undergraduates. I am arguing for a course that takes account of a genuine interest in big questions that the curriculum does not at present satisfy. If any readers would support such a proposal, I should be delighted to hear from them.

Dr Colin Swaridge is head of general studies at Reigate College, Castlefield Road, Reigate, Surrey RH2 0SD.



## NATIONAL CURRICULUM I

## Unprotected species

Adrian Williams

A national curriculum, while something of a shock to the system, won't necessarily bring about the end of education as we know it – despite the predictions of some teachers. Falling rolls, contracting resources, and teacher shortages in some areas have already so reduced the options available in many secondary schools as to make some sort of common curriculum the only answer.

But, while not subscribing completely to the gloom and doom view of the future, the experience of my own subject area, RE, may be an example of some of the pitfalls.

RE has formed part of a national curriculum since 1944. In theory every pupil should receive the equivalent of one period of RE (about 2.5 per cent of teaching time) a week. However, as many teachers of RE will affirm, its status as a "protected species" is very much a mixed blessing.

Firstly, successive governments have done little to ensure an adequate supply of suitably qualified teachers, resulting in RE teachers seeing vast numbers of pupils in a succession of single lessons or, possibly worse, in RE being taught by an assortment of staff whose main qualification is that they just happen to be free at the right time. The news that Mr Baker does not

I appreciate the need to ensure that every pupil studies a sensible range of subjects, and that some of them should form an essential core. However, there is a danger that insistence on too many specific subjects that all pupils can and must attempt, could undermine some specialist areas.

As a modern linguist, my chief concern is the position of "second" foreign languages, but my worries may also apply to a third science, classics, and creative subjects such as art and craft, design and technology.

To give the concrete example of our lower school curriculum: if not only English language and literature, mathematics, divinity, PE, one modern language and one science, as at present here, but also geography, history and a second science were all to be included up to GCSE, well – and I am sure many other schools – would find it almost impossible to offer German or Spanish to pupils who now learn these languages with profit, and who form the base on which successful A level groups in both these languages

are built. I realise that discussions on this crucial issue are at an exploratory

stage, and it would be a tragedy if certain presuppositions on a national curriculum were eventually to harm the already embattled position of second foreign languages, let alone other most valuable subject areas. Such an outcome would run counter to the aims stated in the DES policy document on *Foreign Languages in the School Curriculum* of June 1986, and could damage the educational possibilities of some of our most talented young people and hamper the pursuit of excellence in our schools. I am sure that none of this is what the proponents of the national curriculum intend.

David Matthews is the principal of a school in a multi-cultural Education Centre, Northampton.



## NATIONAL CURRICULUM II

## Dead languages

David Matthews

stage, and it would be a tragedy if certain presuppositions on a national curriculum were eventually to harm the already embattled position of second foreign languages, let alone other most valuable subject areas. Such an outcome would run counter to the aims stated in the DES policy document on *Foreign Languages in the School Curriculum* of June 1986, and could damage the educational possibilities of some of our most talented young people and hamper the pursuit of excellence in our schools. I am sure that none of this is what the proponents of the national curriculum intend.

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## INTERVIEWS

## Getting ahead

Les Craggs

I applied for a headship in Wales and was surprised to find myself called to interview despite my total lack of Welsh.

I did not get the job nor did I expect to. It was a learning experience that a fellow applicant was one of five deputies in a local school that had recently been merged and needed, as a consequence, to shed two of its three deputies. Here, the authority had no obvious candidate provided that he was not in debt. He did enough and he got the job.

Of more interest was the structure of this interview. I should stress we were fully briefed in advance as to what would happen. The three of us attended the appropriate council chamber at 2.15 pm as the education committee were held and a motley crew they were. Chairing this seat was the chairman of the education committee on whose metaphorical right hand sat the deputy chief education officer.

I was to go first. I entered the chamber and shook hands with the lady. The rest of the council ignored me. She explained the procedure to me. I indicated I understood. I looked down at a piece of A5 paper in front of me. On it were written three questions that I had not seen before:

1. Is there a place for a Technical and Vocational Education Initiative at Ysgol...?
2. What can be done to offset disenchantment during a period of professional stagnation?
3. Is there potential for community education at Ysgol...?

I was given one minute to read these questions and formulate a response. At the end of this minute I was asked to stand. Question 1 was read aloud. I replied to a silent but full council chamber. Question 2 was read. I was escorted to the door. No supplementary questions. No interaction with the panel. Simply a classical exercise in oratory.

The whole interview had lasted eight minutes. My rivals followed swiftly and at 2.50pm, the result was announced. As I said earlier, I consider the decision to have been understandable but such an archaic selection process which is unwieldy, dehumanizing and totally lacking in any merit other than it gets things over with swiftly and in a standardized way. I cannot criticize cogently enough.

Les Craggs is the head of a school in a multi-cultural Education Centre, Northampton.

## FEATURES

## Voodoo tests

Robert Wood, director of a commercial testing company, questions the rationale behind national testing and (below) Caroline Gipps considers its effects on the primary classroom.

the sense that it lasts for as long as it needs to. Funny enough, when you consider how much testing and examining there is, we know very little about this. Conventional wisdom has it that schooling students over and over again on a narrow set of questions will leave them capable of answering such questions (if they can), and even that proficiency will decay quickly.

This seems the likely outcome but it is conceivable that these methods of schooling might just be rich and varied enough to leave at least some of the students with a residue of technique and enduring learning.

It was fashionable in the seventies to talk of the brain (or was it the mind?) as "dumping" whatever it had learned immediately an examination was over, just as if it were a computer. (Bad news, however, for all those who relied on

professionals having remembered something of what they had learned.)

The relationship between input and output, and what sticks in the mind is still very nebulous. Even so, experience shows that training programmes can result in useful and enduring learning which is not wiped out by tests. Perhaps you only "dump" knowledge if you have been led to expect that it will not be useful.

Educationists can be very silly about coaching, which is just another word for training. In my book, the only thing wrong with coaching is when it produces learning which leads nowhere, and therefore soon decays. Coaching which produces useful and enduring learning is fine. For an assessment-driven curriculum like Mr Baker's to be acceptable, it would need to do just that for everyone.



The kind of teaching that students will get to help them meet attainment targets is the key issue. Despite all the flak that teachers have had from the likes of Mrs Angela Rumbold, Minister of State for Education, about not necessarily knowing best, it is still assumed that they have the wherewithal and motivation to deliver what the Government wants.

I find it hard to believe that a crude sequence like targets set = raised expectations = raised achievement is going to work. This Government has dabbled in voodoo economics; perhaps this is voodoo education.

Why assume, particularly now, that targets for students are also targets for teachers? Maybe targets (and rewards) for teachers would be no bad thing. It looks like a prime example of legislating that something should occur, but not bothering about the details, like how it is going to happen. Here is a five year plan but the kulaka will have to fulfil it with the tools they already have.

If the DES is going to claim that higher test scores betoken raised standards, without worrying too much about what real and lasting gains have been made, then it is going to need precise operational definitions of what constitutes raised standards. Otherwise we shall continue to hear those ungrounded claims which are, frankly, so much hot air.

I would accept that real progress had been made if the national curriculum succeeded in getting most students to targeted achievement levels: rolling up the tail of the achievement distribution, as it were, and incidentally disposing with that ghastly label, "lower achieving children". Call it an 80:80 policy – getting 80 per cent of the people to 80 per cent achievement level. It is fashionable at the moment to knock the Japanese, but this is where they seem to have succeeded, whatever else is denied them.

Just before her departure from the Inner London Education Authority, Mrs Frances Morrell floated a more benign version of an assessment-driven curriculum. She suggested that testing at 7, 11 and 14 might be analogous to repeated health checks, followed by directed remedial efforts. I fear that her analogy – kindly meant – was misleading, perhaps cruelly so. Children, other than the severely handicapped, do not commonly receive health checks to remedy specific weaknesses. The normal child is left to plough on as best it can. The same is true, if not more so, in education, and that is worse since there is so much more to do.

When testing and examining are very good at finding out what people cannot do. How refreshing it would be if the trouble was taken to investigate what normal children might be able to do with sympathetic assistance. That would be a testing programme worth having.

Robert Wood is a director of Psychometric Research & Development Ltd., St Albans and visiting professor of the University of London Institute of Education. His book *Measurement and Assessment in Education and Psychology* was published by Falmer Press recently. On November 4 and 11 he is due to give public lectures on assessment (for details, phone the Institute of Education 01-636 1500 extension 449).

more formally on the basis of how they score from the very beginning of junior school. Since the results have to be made public, teachers will be under pressure to get good results not only for the children's benefit but for the school's and, of course, their own.

The new assessments are not to be minimum competency tests on the popular American model, but differentiated, presumably along GCSE lines. This means that more able children will take harder papers and get a higher score or better grade than less able children. This aspect is no doubt included with the best interests of young children in mind, to reduce their experience of failure. And, of course, differentiation is important in that it seems to be the best way of avoiding redundancy, the re-taking of a year which is part of the centralized French and German primary systems.

The implications are, however, that children must be selected for the easier or harder exam before they take it, a notion of differentiation being that children should not sit an exam which they are likely to fail. Once they have taken the papers at seven, they are likely to be classified according to whether they took and/or passed the easier or harder papers.

The classification will then be carried out again at 11 and this time, given the current plans for secondary education, the results are likely to be crucial in selection for comprehensive schools, technical colleges or grant-maintained schools.

The differentiated nature of the assessment will affect classroom organization: since children must be given the level of assessment which suits them, they will be placed where they are likely to do best. Children will be classified much

levels in advance of the assessment. It is likely children will be given work to suit the level they are at and the grouping according to ability within the classroom will follow. There are already signs of a return to streaming and differentiation will hasten the trend.

Differentiation may, on the other hand, mean a better match between children's abilities and the tasks they are set. Failure to achieve this is one of the serious weaknesses or primary education.

Another feature of primary schools, and one which many at secondary level would like to emulate, is the integration of subjects as in topic work. This may be particularly vulnerable to the new developments. Unless the curriculum working groups include primary specialists and room is allowed for work across subjects, topic work will do and discrete subjects will again be taught in subject lessons. Or topic work will cover only the non-core subjects, and there will be a return to subject lessons in the core of English, maths and science.

It also seems likely that there will be a return to more formal teaching methods since these are likely to result in slightly higher test scores in the basic skills than more informal approaches. Certainly formal didactic teaching predominates in French and German primary schools.

Even the formality of a fairly routine annual group reading test can be frightening to some children, so it seems likely that the more formal setting of a series of exams set in primary schools by GCSE boards and which teachers, parents and children perceive as highly significant will be devastating for some children. One of the most attractive aspects of British primary schools is that they are places where all children have a

chance to feel they are good at something, to enjoy practically everything that goes on, to discover things and to take a certain element of risk in a secure setting. If the proposed tests really do become part and parcel of primary schools the atmosphere to them and the children's experiences will, I believe, become fundamentally different.

On the other side of the coin, teachers may well be glad to have a prescribed curriculum to follow. This will undoubtedly reduce the variation in what is taught in different schools and different parts of the country. Many teachers may also be glad of exams to show them how well their pupils are doing and to judge the effectiveness of their teaching. And there will be teachers who resist the negative aspects of the changes as far as they possibly can, who will find some room for discovery learning and creativity and excitement alongside the formal lessons, and who will defuse the fear of the exam as much as they can.

Finally, parents should be better informed about what their children are doing, can do, and how they compare with classmates. Most parents are passionately interested in these questions, and it has been a failure of modern primary work – despite parental involvement in the early stages of schooling – to explain to parents what their children are doing and why.

Dr Caroline Gipps is a lecturer in education in the curriculum studies department at the University of London Institute of Education. "Gipps, C., Steadman, S., Blackstone, T. and Stierer, B. (1983) *Testing children: standardized testing in schools and I.C.S. Heinemann Education Books*."



# Age, aptitude and the ability to pay

Publishers, private tutors, newsagents, supermarkets and even teachers themselves are busy cashing in on the real or imagined fears parents have about their children's education. Educational extras to supplement what hard-pressed schools can offer are now big business. In some areas the demand for private tutors — especially for remedial work — outstrips supply and even one of the International Telecommunications Corporation is getting in on the act by offering GCSE residential weeks for those who can afford them.

In children's books — already the fastest growing sector of the market — there has been a boom in home study schemes, workbooks and tests on the three Rs aimed at the anxious parents of infants and juniors. One scheme sold a million copies in three months, many of them in ASDA, Tesco and Sainsbury stores.

After all the had philately about schools' preparedness for GCSE the market for private sales of GCSE home study aids is reckoned to be worth £10 million a year. The move to continuous assessment meanwhile has unleashed a new 'back to school' sales bonanza for files, clipboards and binders and provides opportunities for private tutors to cheat on their students' assignments.

Alongside the growing demand for private education, it all suggests a substantial vote of no confidence in what the education service provides — a form of creeping privatization.

It starts even before children reach school age. Private preschooling has long made up some of the shortfall in nursery education, but last year saw a six per cent growth in commercial kindergartens pupil numbers, though much of the extra demand still went unmet.

Specialist dance, gymnastics and music teaching is also mushrooming: 25,000 preschoolers attend PE classes run under one commercial franchise scheme alone.

But how can parents be sure that what they buy is any good? Should schools try to beat the private suppliers or join them by suggesting 'best buys'? Ought teachers to cooperate with private tutors — who may anyway prove to be a moonlighting colleague?

The 1944 Act requires education to be provided in accordance to 'age, aptitude and ability'; in 1987 the additional words 'to pay' seem increasingly to apply for those parents whose expectations the service clearly no longer meets.

In a series of articles over the next few weeks *The TES* will be looking at this growth in the pay-as-you-learn education market, at the protection for the consumer or lack of it, and at some of the implications for schools.

## In the black

Nick Baker looks at the growing demand for private tutors and (right) the exploitation of doubts about GCSE

Private tuition is the closest thing education has to the black economy. There is no way of counting how many private tutors operate, how many are full-time teachers earning extra undeclared cash and how successful private tuition is as an educational extra but it is a business worth tens of millions of pounds.

Nor is there any way of checking whether private tutors are either adequately qualified or personally suitable for the task.

Much private tutoring takes place under conditions of secrecy, with tutors not wanting their daytime schools to know they are moonlighting, and pupils not wanting their class teachers to know they are receiving private tuition.

Most tutoring agencies operate without any inspection, regulation or recognition from either local authorities or the DES. Many are less than scrupulous in checking their tutors' bona fides; many agencies never even meet the tutors they take on to their books.

For parents, the problem of finding a suitably qualified tutor can be a bit of a minefield, and very often the best references come by word of mouth from satisfied customers.

Home tutors' charges vary enormously from one end of the country to the other, and according to the level of tuition and subject. High demand subjects, particularly science, command the top rates. Primary tuition can start from as low as £5 an hour, whereas A level science can cost as much as £15. Agency commissions can add a further 10 per cent.

A self-regulating organization, the Association of Tutors, is attempting to set standards, check references and create a register of qualified tutors. Unfortunately, the Association has not met with a great deal of success, and currently has only 60 tutors on its books.

Hard though it is to quantify the amount of private tuition and the extent to which it is increasing, there has been a perceptible increase in the demand for tutoring for primary age pupils, particularly in inner-city areas; a trend that is also reflected in the growing popularity of voluntary supplementary schools and for specialist 'dyslexia' tutors.

Home Tutors, one of the largest agencies in London, operating as a co-operative rather than a profit-making concern, finds an increasing demand — often outstripping supply — from parents of primary pupils. This is particularly marked in inner London boroughs.

According to the co-ordinator of Home Tutors, Dr Karina Halstead, this is a result of teacher shortage and lack of remedial facilities in those areas, which are often poorly served by the commercial agencies. Home Tutors has 1,200 teachers on its books, 40 per cent of whom are moonlighting, full-time teachers. Other large agencies report similar patterns.

"We don't want to undermine what's going on in the classroom," says Dr Halstead. "Tuition should be a supplement — it's a lot to do with confidence building."

The GCSE will affect a good deal of the home tuition business. One tutor with four years' English tutoring experience, observed that this year her style has had to change. "Before, it was all technique based, because passing on examination was 90 per cent to do with knowing how to interpret the paper. Now I'm duplicating the classroom work on skills and project work. In fact I'm often being hired to keep coursework up to scratch."

This means that the tutor (who is also a full-time teacher with 10 years' experience) is having to follow the classroom work in a more topical, and life may be interesting right into the

way they work: "I'm more aware of the presence of the teacher — those who approach the work imaginatively and those who don't."

However, this tutor is also well aware of the potential for abuse that the new examination presents. Private tutors can give more than "help" on a pupil's coursework. "I wouldn't do a piece of work for a student, but I'd help a student plan out a piece, particularly a weaker student who was overwhelmed with coursework."

Concern over what could amount to cheating has already been expressed by at least one examination board, while there is also concern among experienced tutors that the GCSE will pose new problems for them. "The GCSE no longer favours the one-to-one approach, like the



Private tuition may be the only way some children can get remedial education

old GCSE," one tutor said. "I can't guarantee success any more."

The growth of the supplementary schools movement is further evidence that mainstream provision alone is not meeting parents' expectations. They were started in the late sixties by parents concerned with what they regarded as poor teaching standards in the state sector. Operating on Saturdays or in the evenings, with a mixture of qualified and non-qualified staff, the curriculum often mixes the three Rs with teaching of black history and culture. Some charge modest fees, others are free.

Alongside the Afro-Caribbean supplementary schools, mother-tongue schools for teaching Asian languages have also sprung up, some offering students the opportunities denied them at school to study languages, particularly Urdu, at examination level.

The Afro-Caribbean community has its own organization, ACER (The Afro-Caribbean Education Resource Project), which provides the schools with appropriate teaching materials; and the whole movement has the explicit support of the Swann Report, which two years ago advocated the promotion of supplementary schools, despite the implicit criticism of the state system that such support involved. The Inner London Education Authority has also provided financial support to a number of such schools.

ly receive financial backing.

However, according to one close observer, the relationship between the ILEA and the schools is non-hostile; the authority is wary that too much approval is tantamount to self-criticism.

The growing demand for another form of independent remedial teaching, the tuition of 'dyslexic' children, could be regarded as another criticism of some state provision.

"Our real aim is to help children in state schools," explains a British Dyslexia Association spokesperson. "Unfortunately, when we're counselling a parent, we often have to advise that it's best for the child to go to an independent school where they'll pay more attention to these things. Failing that, the next step is a private tutor, although it bothers us very much that parents have to pay as much as £10 an hour."

Though the BDA would prefer to see the problem treated by the maintained schools, the education service is still divided on the recognition of a specific problem and slow to provide specialist remedial teaching even if it does.

As far as qualifications for such tutors go, there are now two courses for tutors of dyslexics, one run by the Royal Society of Arts, which deals with specific learning difficulties including dyslexia,



the other, by the BDA itself. It will be some time before parents can use this as the mark of a qualified tutor, however, since both courses only began a year ago.

The BDA diploma course, open only to qualified teachers with three or more years' experience, is for one day a week over three terms with formal training, plus 30 hours observation and teaching practice. Some authorities make grants available for students, and the BDA has a trust to award bursaries.

The RSA course is broadly similar, with newly qualified people starting work this term in a variety of different environments. The RSA claims a slightly higher degree of recognition from the DES than the BDA course.

Inevitably, many (if not most) of the 100 or so tutors trained on the two courses won't be able to put their skills to use in maintained schools. Many (although neither organization knows the exact figure) will become private tutors.

How many specialist dyslexia tutors there are as a whole is hard to say, but there are about 30 on the list for the RSA alone; not many fewer than share "dyslexia" support teachers (Berkley deployed in the County's schools. That is about one in every 10 in primary schools. Many children from their own research could not

## Supply and demand

The Rank Organization, whose international operation includes amusement arcades, bingo clubs and film and video distribution, will soon be moving into GCSE residential weeks for school pupils in two Butlin's holiday centres, one in Minehead and one in Brighton.

From November, up to 2,000 pupils and their teachers will be offered a choice from 83 units spread across six subject areas, with back-up from residential subject teachers and support staff. The price per pupil will be £69 plus VAT, with one teacher for every 10 children going free. Transport, resource materials and equipment for the week is provided free, and Rank has gone into much detail (qualified nurses on hand 24 hours a day and hot soup at bedtime) in its first burst of publicity.

The scheme will cater for two groups of secondary pupils, preparatory weeks for 11 to 13-year-olds and GCSE support weeks for 14 to 16-year-olds.

This April it was announced that Mr James Palling, formerly chief education officer of the London borough of Newham, was to be the scheme's educational consultant. Mr Palling left Newham with a golden handshake of £36,000, after a political row with its left-wing council. A major part of his job has been to select Rank's educational advisers and professional staff.

However, the idea of the Rank GCSE weeks evolved before Mr Palling became a consultant. Rank's improvements to its facilities at Minehead and Brighton meant the centres could be used in the winter months; it was a "supply opportunity," says Geoffrey Stone, Rank's marketing development officer.

Rank talks of the examination's teaching problems, with "teachers and parents facing an anxious time". One statement claims: "Although in the main teachers support the introduction of GCSE as a positive step, they and parents too are worried about the demands and pressures this will bring."

But Geoffrey Stone denies that Rank is exploiting these now familiar worries. "What we're offering is a framework within all the subjects for teachers to work with children and take what they want from what we're giving them."

The brochure offers enormous choice: maths, biology, English, drama, art and humanities; and allows a huge variety of opportunities for course work. In the humanities area alone there are 22 options, from the study of a possible link road from the A39 to Minehead to the exploration of fossilized forests on Exmoor.

A group of senior subject advisers, some with experience as examiners, and all working at head of department level or above, mapped out this potential "supermarket" of units that could be followed on a residential week. These were referred for cross-curricular links. These were taken up by the team of residential teachers, all of whom are qualified, but have left full-time work for one reason or another.

Between the two groups, resource packs for each area are currently being finalized. None of the work involved relates specifically to any named GCSE syllabus, so teachers won't be offered ready-made "off the peg" course components or assessments.

However, Tom Ramsbottom, who left his



teachers who plan carefully sufficient scope to complete work for whole assessments, in humanities subjects, for example. When challenged that the idea started when Grand Metropolitan Hotels approached Moore, principal of Nelson and Colne College in Lancashire, to design the academic content of study weekends they were organizing, once again, to fill off-season accommodation. When Grand Metropolitan sold off their middle level hotels in a move upmarket, Moore decided to continue to work independently, building on his impressive list of speakers in a variety of disciplines.

This year Rank is allowing no pre-visits by individual teachers or "inspection copies" of the resource packs. Although schoolteacher and Rank teacher will be expected to team teach, communication between the two will be very limited before the start of the week. All teachers will have to go on before they and their pupils arrive will be a promotional video and the glossy brochure.

However, the language of the brochure, and the emphasis on skill-based activities shows that Rank have done their initial homework well. Moreover, they have had talks with the Southern Examination Group, with the intention of closer co-operation.

Stanley Owen, the SEG's Organizing Secretary, stresses that the Group: "Must not be seen to offer any endorsement" so such schemes. The SEG would offer advice in anyone who had a legitimate need for it, including private companies "as long as it doesn't cost either the local authorities or the candidates anything." Of Rank's dependence on pupils' ability to pay, Mr Owen said that it was "a minor problem", which made it "highly dangerous" for the SEG to be directly involved.

In October, James Palling takes up an appointment as secretary of the Oxford Delegacy of Local Examinations, which forms part of the SEG. He says that by that time the main thrust of his work for Rank will be over, but that he'll still be "keeping an eye" on the GCSE weeks' progress. "It would be impossible for me to sever connections completely," says Mr Palling, "but my full loyalty will be to Oxford University and no other body."

When the first GCSE weeks start, Rank will be wrapping up its publicity and marketing operation. There's no question that their "cut and dried" approach would justify close attention from teachers of those who can afford the £69.

However, a lot depends on how much official independent endorsement they can get from local authorities: endorsement they will be keenly seeking.

Sovereign Education offers teachers and individual students a more traditional "add on" — short study breaks in London, mainly aimed at A level students, based on what might be called "the horse's mouth" philosophy.



Rank's work is a 'supply opportunity' like bingo clubs for Rank

"You can listen to your teacher talk about X's book, but it's far better to listen to X in person," explains David Moore, Sovereign's director. The idea started when Grand Metropolitan Hotels approached Moore, principal of Nelson and Colne College in Lancashire, to design the academic content of study weekends they were organizing, once again, to fill off-season accommodation. When Grand Metropolitan sold off their middle level hotels in a move upmarket, Moore decided to continue to work independently, building on his impressive list of speakers in a variety of disciplines.

In the eight years that Sovereign has operated, around 5,000 sixth-formers have heard from speakers including Norman Tebbit MP, Professors John Yudkin and Laurie Taylor, Dr Eric Lathwaite, and Denis Healey. Weekends are arranged around subjects (last year they included Tudor and Stuart history, modern history, economics, history, physics, English literature, sociology, chemistry, mathematics, German, biology and politics and government) and are normally held at the Commonwealth Institute, the Royal Institution, or Imperial College, London. The basic price for the London weekends is around £50, but last year's programme also included study trips to Leningrad, Moscow, Amsterdam and Paris.

David Moore is keen to point out that Sovereign is not a travel agent, and while it organizes accommodation in London for out of town students, its main purpose is "to fulfill an educational ideal that I couldn't fulfil as a college principal". All the same, David Moore says that he doesn't object to the idea that part of the benefit is for sixth-formers to have what he calls "a jolly" of the same time. "It shouldn't just be a way of getting a better examination mark. It should be a brief, life enhancing experience."

Students can fill their days with addresses on subjects like "Colour vision and colour blindness in man and monkeys" or "The fiscal aspect of macro-economic policy," and take in a theatre or exhibition visit in the evening, arranged, if required, by Sovereign. There's no roughing it, either. "All hotels used have excellent facilities including private bathroom and colour television," states the literature, which looks more like an examination paper than a glossy brochure.

David Moore stresses that the events are "add ons", not to be promoted by teachers as essential parts of their pupils' examination courses: "We're just a simple mom and pop outfit, we're not courting examination boards and I.e.s as for business. As a college principal, I'd be horrified if I thought one of my staff was pressuring students to take any sort of extra." No Nelson and Colne College groups have taken Sovereign courses in the eight years the company has run.



Rank's work is a 'supply opportunity' like bingo clubs for Rank

## Crammers and cribs

Publishers have not been slow to exploit the widely publicized difficulties surrounding the introduction of GCSE. With the market for private GCSE home study aids estimated to be worth as much as £10 million per year, Pan Books is quick to remind potential customers of "complaints about inadequate funding for books and resources and about insufficient time for tuition and preparation."

The attraction of publishing houses to study aids is summed up in the word "renewable". A renewable sale is one which can be made to a fresh generation of buyers every year. It has the same attraction for booksellers. Tim Coates, managing director of Sherratt and Hughes, a chain that specializes in academic and educational books, has noticed the increase in titles. This year he has told customers that the company is "aware of the confusing number of study aids and notes on the market", and has sought advice from a panel of four teachers, two of them parents of teenagers. He wants his 40 shops (now owned by WH Smith) to offer only those that are "thorough, serious and good value for money". The panel has now made its choice on that basis.

Tim Coates is also keen to "recruit" teachers who will endorse his shops in the classroom, and encourages his managers to make contact with local teachers, who, he hopes, will recommend a visit to a Sherratt and Hughes shop to find background reading or study aids.

To help further, he's initiating an education "advice service", which largely consists of three leaflets on GCSE, exam success and continuing education. He's also starting to train staff on educational matters.

But the increased demand for study aids is a symptom of falling confidence in the state system? Like the publishers whose books he sells, Tim Coates is careful not to offend teachers. "For more than 10 years, parents have been in a period where they don't know where to help," he says. He feels that there's now an opportunity for them to get involved in their children's education, and sees the threat coming not from poor teaching but the prospect of unemployment. "No one wants to upset the teacher," he adds.

This autumn, the battle between publishers to command the GCSE home study aid market begins in earnest, after stipulation within the trade about the speed with which Macmillan Education brought out its *Countdown to GCSE* series, one of which was criticized for inaccuracies as a result of jumping the GCSE gun. As a whole, though, the Macmillan series was welcomed not so much as a home study aid, but as a guide to the new examination, aimed at parents as much as pupils. Patrick Scott, former chairman of the National Association of Teachers of English and writer of *Countdown to English*, explains: "It's easier for teachers to say 'do this' than to say 'do this because'. He believes that books which help children understand why they're doing what they're doing are worthwhile, and that teachers don't always have the time to explain their every action and request."

Scott has no objection to study guides in principle except in terms of their quality. He's disappointed that generations of books have reduced the study of literature to formulae, and points to the Open University's style as an example of how the task might be accomplished more successfully. He also observes many such books seem "deliberately dowdy, suggesting a seriousness in the business of learning". He feels that lots of school textbooks no longer fall into that trap.

Letts Books claim to have the largest share in the home studies market, and point to the publication of their A4 format series of revision aids, which first appeared in 1979 as a turning point. Before that, much of the market was held by "Crammers and cribs".

It was crucial for publishers like Letts to time the introduction of their new GCSE lists carefully. "There was a terrible period up until the syllabuses were finalized last year," says Christopher Nott, Letts's publishing director. "We took the view, which could have been a risky one, that we should do nothing at all until then." There followed a period of intense activity, with writers working flat out to finish the books in time for launching during the *Back to School* promotions this summer.

Pan Books, Letts's rival in the field, went for a publication date closer to the beginning of term. Both houses have undertaken extensive mailings of full colour brochures and inspection copy requests to teachers. Letts Books are also being introduced into staffrooms by education representatives of a textbook publishing house.

Alan Edmunds, Letts's group product manager,

equally to attract teachers, parents and pupils, spending "not inconsiderable sums of money" on selling to teachers. But the battle to win teachers' hearts and minds has to be fought with a good deal of diplomacy, because if a natural suspicion among many for a product which they regard as unhelpfully mechanical in its approach.

Alan Edmunds explains: "What we're really saying is that these books in no way conflict with what you're trying to do in the classroom. They're not designed to replace the teacher, but to give additional material over and above the class notes and the textbooks that the kids are already using."

One piece of additional material in the books is a table with details of individual boards' syllabuses — a useful *aide-memoire* for the reviser perhaps. But also a way of checking what the class teacher has chosen to teach and what to miss out and a source of awkward questions from parents and pupils.

Mr Edmunds makes no bones about the fact that Letts wants teachers to recommend the books to their classes. He believes that since the introduction of the new format in 1979 (one they've retained for the new GCSE series) a lot of teachers' instinctive reservations about home study aids have been broken down. In the past the company has even found teachers ordering books in sets, presumably for take-home use.

Careful market research has shown Letts the sort of parent likely to become a buyer. They will



Pupils and parents can now easily check whether the teacher has missed out any of the syllabus

be the targets of a notional poster and press advertising campaign. Letts feel that the sort of parent interested in reads *The Radio Times* and *The Mail on Sunday*.

Radio advertising presses home the message to students, and Letts also sponsor Capital Radio Revision Helpline, when revisers with problems can phone experts for advice on a different subject each evening.

Some might argue that the increase in popularity of this sort of service itself indicates either that schools aren't providing sufficient individual advice or that pupils prefer to go elsewhere. Being able to speak directly to a chief examiner for biology might be preferable to compelling for the attention of a hard-pressed classroom teacher.

Publishing director Christopher Nott is keen to stress that Letts deliberately hasn't taken advantage of the image of schools as under-resourced and unprepared for GCSE. He argues that they aren't promoting the books as replacements to classroom texts but as supplements. All the same, he concedes that some parents might regard them as the former.

There's also the argument that however new the formats, styles and strategies of GCSE-related home study aids, they are still likely to carry much of the "bulk" of the information that their predecessors did, and it is still possible for them to be used unimaginatively, both in revision for examinations and in preparation for coursework.

See page 30 for reviews of Letts study aids.

Next week: Paul Harrison looks at commercial home study aids.



# Review

## Disputed territory

A H Halsey reappraises the theories of Skinner and Jensen



A H Halsey



Arthur Jensen

B F Skinner: Consensus and Controversy. Edited by Sohan Modgil and Celia Modgil. Falmer Press. £35. 1 85 000 026 3.  
Arthur Jensen: Consensus and Controversy. Edited by Sohan Modgil and Celia Modgil. Falmer Press. £35. 1 85 000 193 X

The works of psychologists have always lain controversially at the base of educational policy. Schools in the twentieth century have carried an increasing burden of public responsibility for learning and the formation of character. While much of the political argument has turned on sociological theories and so-called social engineering, the actual moulding of school organization and classroom practice has been derived from psychological doctrine and psychometric measurements. Most particularly the ramified task of sorting and sieving children for different forms of education has turned on bureaucratized psychology in the form of intelligence testing, and the history of social selection through education can in large part be written in terms of shifts in the techniques of psychometric measurements behind which lies a still-disputed territory of competing notions concerning the interaction of heredity and environment in the determination and distribution of abilities and outlook among children.

A series evaluating the work of famous contemporary psychologists is begun here under the editorship of Sohan and Celia Modgil with one volume on B F Skinner and the other on Arthur Jensen. A further three volumes on Lawrence Kohlberg, Hans Eysenck and Naom Chomsky are also announced. The form of the idea is admirable — an attempt to balance commendation and criticism of each master's work so as to convey the nature and significance of consensus and controversy as to the contribution made to current psychology and its application to policy. It is perhaps a mark of maturity in the subject, though perhaps also a sign of the skilful diplomacy of the editors, that these debates between hard covers are conducted with enlightening civility. One wonders whether equivalent books on living variables to economics, sociology, politics or any of the other sciences of human behaviour, could so successfully avoid confusing rancour.

Both Skinner and Jensen are distinguished psychologists and both are of interest to educationists. Skinner has an unassailable place as one who developed a science of behaviour and therefore of learning which is now part of the basic language of psychology. He devoted a long and productive professional life to advancing experimental investigation of the notions of stimulus and response towards a general theory of operant behaviour claiming to cover complex human as well as non-human cases and circumstances; and he applied his general theory to the practical reform of human society.

Many if not most would reject both his theory and his practice. But his importance cannot be denied. His defenders can show that Skinner's rigorous concentration on observable external behaviour can be integrated with and indeed presupposes the internal states, genetic predispositions and previous history of organisms which clearly have to be included in a totally persuasive account of human consciousness, human intentions and human behaviour. They cannot, however, persuasively argue that mental and "private events" are treated as more than residual factors in Skinner's account of behaviour and its modification. Or, to put the point differently, the behaviourist strategy is essentially limited to treating the human mind as a "black box".

Ironically Skinner now tends to be remembered more for the failure of his policy recommendations than the success of his meticulous method. The central criticism here is that he failed, as indeed has every other human scientist, to derive ought-statements from is-statements. The "open question" posed by Karl Popper cannot be solved by Skinnerian technique. Popper argues that it is impossible to derive a sentence stating a norm or a decision from a sentence stating a fact. Skinner argued to the contrary that Popper's assumption that we can adopt a norm or its opposite is invalid because we are not autonomous: our decisions are a function of the contingencies of reinforcement.

But the fundamental problem of free will and determinism, so crucial to any conception of what it means to be human, cannot be disposed of so easily. Skinner essayed a circumvention. He relies on his prediction as to what might come to be the values of some future society. But possible future norms are not descriptions of currently preferred values. Skinner can, and does, offer reasons why people should work for the ultimate good of the culture in which they live, but it

remains open to anyone to reject Skinner's reasons, and therefore it cannot be accepted that he has bridged the is/ought gap. It is possible to argue for categorical moral imperatives along Kantian lines by presupposing that the only valid moral prescriptions are those with which everyone would agree. Skinner's principle is that of the survivability of the culture but that is only valid and useful if it can be shown to conform to the higher principle of universalizability.

Skinner is famous for the refinement of behaviourism beyond the cruder form associated with Watson. Yet dispute in psychology (explanation) and in philosophy (understanding) remains. The question can be plainly put in ordinary language. What is interesting about people, what they do or what they think? In its Greek origin, as the name psychology implied, the second answer was dominant. But Skinner, following a lead by William James, and in succession to Watson and Hull, substituted behaviour for mind as the prime object of the subject. His successes and failures follow from that strategic decision. Had he been comprehensively correct, most philosophy and ethics would be useless. The human being, along with rats and pigeons, would be a more or less complicated computer for translating environmental stimuli into behavioural responses. Learning would be reinforcement from environmental contingency. If it is humbling to human conceit that Skinner was able to describe and modify so much human behaviour, it is only hardly surprising that both theory and practice continue to use other than Skinnerian principles as sources of explanation and decision. The achievement was a demonstration of powerful experimental method. The problem remains that of incorporating the method into more broadly ranging theory, defining the limits to behaviourism and of solving the age-old project of bridging between fact and value, particularly the question of how far human beings are autonomous agents or determined puppets.

Arthur Jensen emerges from the consensus and controversy of the other volume as a practitioner of scientific methods no less formidable than Skinner. The breadth of his contributions to the study of learning and the nature of intelligence is wider than is commonly recognized, partly and rightly because he is identified so closely with one passionate debate — the determinants of intelligence. Living as we do in an age of yearning for effective pathways to freedom and fairness for all the children of Adam, the emphasis on genetic determinants, which he insists upon with relentless purpose, is chronically uncomfortable. Whether it need be is another matter.

Jensen's intellectual position is commonly mis-described. He is thought of by many educationists as the arch hereditarian. Yet with respect to differences in test scores between ethnic groups, and specifically black and white Americans, he wrote as follows:

"So all we are left with are various lines of evidence, none of which is definitive alone, but which, viewed altogether, make it a not unreasonable hypothesis that genetic factors are strongly implicated in the average negro-white intelligence difference. The preponderance of the evidence is in my opinion, less consistent with a strictly environmental hypothesis than with a genetic hypothesis, which, of course, does not exclude the influence of environment or its interaction with genetic factors."

This comes from page 82 of his famous or infamous 1969 article in the *Harvard Education Review* which put him into the centre of a still unsettled controversy. As he plaintively and properly points out in the final chapter of this volume "I am much more dismayed by what seems to have become virtually a *de facto* moratorium on research in this area in recent years. The exclusively environmentalist theories of the 1950s that spawned so much psychological and educational research in the 1960s were short-lived in generative power. The research effort fizzled out in the 1970s. Very few of the researchers of the period are still visibly active, at least not in research directed at understanding the nature and causes of the lag of certain minorities in scholastic performance, even though this lag is still proclaimed by educators, government officials and the media as a persisting and grave problem."

Jensen's complaint is largely justified. The trouble is that genetic explanations of human differences are, in the received educational wisdom and present technology, commonly interpreted as a threat to the modern drive towards social equality. But the scientific point, worth repeating until it is fully taken into political understanding, is that the Mendelian model turns first and last on the concept of *interaction*. Nature *versus* nurture is a primitive and essentially misleading definition of both scientific and policy debate.

The implications of a more adequate (a more adequate theory of differences in IQ or achievement) give no particular comfort to either of the "versus" sides. For egalitarians it makes clear that a really efficient education, that is one which equated achievement with potential by eliminating all environmental obstacles, would take us

into a world where all differences were of genetic origin and individual differences in educational attainment would remain considerable. There would not be equalization on educability. Thus, as Carl Bereiter points out (page 330), if the heritability of IQ is taken as 0.70 (Jensen estimates 0.80 for American whites) then getting rid of all the variance due to environment would only reduce the standard deviation of IQ from 16 to 13.4. School teachers in such an efficient educational system would be able to rejoice in a better average performance from their classes but they would hardly notice any reduction in the range of cleverness or dullness of the pupils in their schools.

Nevertheless the problem remains. Jensen recognizes that his most convincing critic in this volume is James Flynn. Flynn for this part acknowledges that, so far, Jensen has won the argument. The consensus of the informed must be that individual differences in ability have an important genetic component, though always to be understood as an outcome of interaction between inherited and environmental influences. Group differences, however, are much less easy to explain. Human beings cannot, far obvious moral reasons be subjected to experimentally controlled variations in their genetic inheritance and environmental circumstances. Reliance has to be placed on the vagaries of the "natural laboratory" of human society. It is these practical and moral obstacles, not the theoretical limitations of behavioural genetics, which prevent a resolution of the debate.

The empirical starting point is that many studies have established an average gap of 15 points of IQ between American black and white children. Jensen's position is that about half to three quarters of the difference has to be accounted for genetically. In other words, if the environment were equalized between blacks and whites in America, an IQ gap of ten points would remain. Flynn takes the contrary view that the evidence on the whole supports an entirely environmental explanation of these IQ differences. He argues first methodologically, pointing out that, in effect, Jensen's reasoning is counterfactual in that it relies on inference as to what would happen if blacks had the same environment as whites. He insists on the evidential priority of what he calls direct evidence, i.e. what happens when blacks and whites actually exchange environments or are brought up in a common one. And he goes on to argue that the untidy natural laboratory of history does in fact provide us with such direct evidence.

Flynn cites for example the study by Eysenck of a representative sample of 181 black children and a matching group of 83 white children nurtured by the American Occupation Forces in Germany after the Second World War. Eysenck found that the mean IQs of these two groups were virtually identical. Flynn then takes the argument further by using accumulating evidence on trends in IQ over time and especially the recent analysis by Professor P A Vroon on the records of Dutch IQ measurement of recruits to the military forces. They show an average IQ gain of about 20 points over the period of thirty years between the early 1950s and the 1980s. Such huge gains, Flynn asserts, cannot be due to genetic factors: reproduction differentials between social classes would have to be impossibly large to raise mean IQs even one point in a single generation. His view is that the Dutch data point to an unknown set of environmental factors causing massive IQ gains. Jensen for his part doubts the validity of the data. Flynn believes that Jensen's calculations of the heritability of IQ show something to be impossible which the Dutch data shows to be true. And so we are back into the uncertainties imposed upon us by the inadequacy of the "natural laboratory".

So the scientific and policy debates must continue. Carl Bereiter has added what he rightly asserts to be more than a footnote. IQ and other relevant scales presume equal intervals. Thus general improvements in IQ scores guarantee no reduction in inequality. But the significance of IQ inequality turns on its transition into real-world outcomes which often exhibit discontinuities. There is for example the vital threshold between those who are and those who are not functionally literate. The implication of these discontinuities or threshold effects is "that an educational treatment that increased everyone's test scores by the same amount might nevertheless produce a significant change in the spread of differences as far as real-life outcomes are concerned."

Effective educational reform therefore remains open. Moreover beyond school, in the world of differences of income, status and power, there are large possibilities for reduction of injustice by social, racial, gender and class differences. Do not have to wait on solution of problems in social psychology.

## X-ray criticism

Criticism and Truth. By Roland Barthes. Translated and edited by Katrine Piekar. Athlone Press £25. 0 485 11321 X

Since the famous 1952 duel between Sartre and Camus, no French literary quarrel has been more interesting than the 1965-66 confrontation between Raymond Picard and Roland Barthes. In 1956, before being appointed to the Chair of French Literature at the Sorbonne, Picard had published *La Carrière de Jean Racine*, which put Racine's work squarely in the perspective of his career. Four years later, when Barthes began to write about Racine, he put the emphasis on recurring and unconscious structures. His preface to a book club edition of the plays (1960) and two essays (1960 and 1962) were collected into the book *Sur Racine*, which appeared in May 1963. Writing on Racine in *Le Monde* (14 March 1964), Picard attacked Barthes's approach, and, responding to an invitation from Jean-François Revel, expanded the attack in a book called *Nouvelle critique ou nouvelle imposture* which appeared towards the end of 1965. Barthes's reply, *Critique et vérité*, published in 1966, is now translated into English for the first time.

He had been accused of not knowing that in the 17th century "respirer" meant "to relax", of writing in jargon, and of assuming that Racine's unconscious intentions eclipsed what he was trying to say. According to Picard,

Barthes was "like a man who is interested in women though, by a strange perversion, he can appreciate them only with the help of an X-ray machine."

Today, of course, the debating points that Barthes scores off his opponent are less interesting than his assault on the ideology implicit in what — seizing the opportunity offered by Picard's title — he calls "the old criticism" where Picard assumes that literature always has an objective and incontestable meaning, which the critic should have no difficulty in understanding. Barthes argues that criticism has undergone what he calls "a crisis of commentary". Critics can no longer afford to be caught in the literal reading which assumes that language is pinned to the meanings bestowed by the dictionary and the dominant bourgeoisie. When you study the physical nature of Proust's corrections to his manuscripts, it is obvious that questions of symbolic meaning are inescapable. Though French classicism had been "defined by the separation, the hierarchy and the stability of its modes of writing" the literature which has evolved since Mallarmé has shown that there is no longer any clear separation between poetry and criticism. The creative writer is only the first interpreter of his own work, while the critic "in a supplementary movement, becomes the writer in his turn".

Ronald Hayman

## Academy awards

A History of Modern Criticism: 1750-1950. By René Wellek. Volume 5. English Criticism: 1900-1950. Volume 6. American Criticism: 1900-1950. Jonathan Cape £20 each. 224 12859 6 and 224 02860 X.

These beautifully-produced volumes are the culmination both of Dr Wellek's monumental historical study and of his distinguished career as critic and philosopher. It covers in generous detail an age when critics moved away from impressionism and aestheticism towards professional rigour, and from the club or study to the academy. Wellek's strengths are a near-omniscience in his subject and a patient willingness to tease out the incoherences in writers like I A Richards or Edmund Wilson whom he otherwise pursues a *Zeligist* and neglects a poem or a flourish of the imagination. This

was the centre of Leavis's ease in their famous dispute 30 years ago; it explains one of Wellek's lapses here, a passing dismissal of Andrew Young's remarkable poems.

Dr Wellek eloquently defends the American New Criticism against the often ill-informed attacks of deconstructionists, though he recognizes some of the reasons for its supersession. This was the movement of the writers — Ransom, Tate, Clements, Brinkley — with whom he was most closely associated. Among much else that is written with dignified composure and penetrating diligence, the chapters on his colleagues are a fine tribute to their development of a poetics that can stand as an attempt by human beings to understand their own creations.

Tom Deveson

## Theoretically speaking

The Failure of Theory: Essays on Criticism and Contemporary Fiction. By Patrick Parrinder. Harvester £28.50. 0 7108 11292.

The Failure of Theory is not the work of devastatingly ineluctable consequence. It is little more than a potpourri of one thing, theory is not a large bulky commodity on a warehouse shelf with its due date expired, but a loosely related family of intellectual activities, some of which may even be exercised at the expense of the others. The book is lively but a bit crude.

There are book-reviewish attacks on Catherine Belsey and Terry Eagleton, a look at Poe's critical practice as an adumbration of theory, (hostile) consideration of Stanley Fish, some interesting thoughts on Matthew Arnold's use of Plato's *Socrates*, and a good word or two, with qualifications,

for Hubermas and, much more substantially, Raymond Williams. Parrinder obviously feels protective towards realistic fiction, (admitted in the 19th century by Marx), and makes common cause with E. P. Thompson against Althusserian Marxism and Continental bogies of that kind, (which threaten "realism"), particularly in their influence on younger English critics like Belsey and Eagleton.

The positive side here is the emphasis on the creative achievement of the (mainly English, but also Commonwealth) novel; and the readings or re-readings of Orwell, Spack, Burgess, Lessing, B S Johnson and V S Naipaul are interesting. However, the book is confusing and ineffective in its main thesis, and in the end it is the failure of theory idea which fails, not theory.

Edward Neill

## Paradoxes

Just a hundred years ago Henry James explored the paradoxes of radical politics and personal sensibility in *The Princess Casamassima* (Penguin £5.95 14 043254 X). Re-issued with a substantial introduction by Derek Brewer, it keeps its historical realism and its timeless suggestiveness intact. The anthology of Victorian Short Stories (edited by Harold Orel, Penguin £3.95, 460 01591 5) centres upon the same year.

rad throw into relief lesser-known pieces of Stevenson and Hardy. Class, crime and sex emerge as questions to which Victorian values had no simple answer. Pamela Hansford (Oxford £3.95, 19 282158 3) also picks a philosophical problem, here beneath a realistic 1950s surface, as her London doctor rapidly falls from Harley Street into the unnamed realms of psychosisology.

Familiar classics by Wilde and Com-

## BOOKS



Sir Arthur Conan Doyle and his wife were keen bicyclists. He endowed Sherlock Holmes with the ability of differentiate between 42 different impressions left by cycle tyres. One of many delightful illustrations in James McGurn's *On Your Bicycle: an illustrated history of cycling*. John Murray £12.95.

## Total act

The Theatre of Grotowski. By Jennifer Kumiega. Methuen £9.95. 0413 5804 07

Jennifer Kumiega's substantial account of Grotowski's work inevitably tends to advocacy: it is nevertheless a valuable first-hand description. The first section is narrative history, chapters alternately outlining events from the Theatre of 13 Rows to *Apocalypsis cum Figuris* and summarizing the productions of each period. Section II, "Theory", begins with the superfluous admission that the author takes a shamanistic and messianic view of Grotowski. The ensuing closely-woven fabric of quotation from the master, his sources, his counterparts and his followers is not easily understood as a coherent theoretical statement. What emerges most strongly is the drive to sacrifice and martyrdom, the demand that the actor, fusing technique and ethos, should be prepared to die for the "total act". Eventually comes the admission that this attempt to convert theatre into rituals of expiation was doomed.

Section III describes the consequences in Grotowski's practice during the 1970s, the paratheatrical research and the Mountain Project, up to the announcement of the disbanding of the Laboratory Theatre in 1985, after the departure of Grotowski himself to the US, and the chilling series of deaths of leading participants. As a conclusion, Kumiega offers a compilation of Grotowski's recent statements, and a translation-description of *Apocalypsis*. Here her personal commitment, which is both the strength and the limitation of the book, is at its most persuasive.

J S Bratton



## Hyphen-hyphen

Fashion seems to be against the hyphen—in itself a further good reason to be for it. When we were very young we learned that if two words are yoked together to carry a single meaning the decent thing generally is to call on an hyphen—thus, *stick-in-the-mud*, *happy-go-lucky* and *man-of-war*. Sometimes the hyphen is not necessary, particularly if the combinations have become as fixed as, say, *court martial* or *hair apparent*. Again in general terms, occupations and functions can manage without (*carpetlayer*, *housemaster*), but window-cleaner can't. The character who narrates

Anthony Burgess's *The Planets* insists on that form both as meaning something different from "planist" and as more accurately indicating the true nature of the work involved than does "piano player, with a role between the two words". Some latitude is possible, then, but try being free and easy (or free-and-easy) with the hyphens in *all-American boys* and *200-odd members of the NUT*.

What the last examples stress is the truth that the hyphen is not, as Fowler puts it, "an ornament but an aid to understanding". How cross, therefore, are the institutions and publications (not the TES) which drop the hyphen, whenever remotely possible, in the interests of design or house style. The result is *contants*, *cooperate* and *preempt*. *De gustibus* and all that, but these words look unnatural to me as a reader, and seem to require a reader-aloud to make some peculiar noises, as do *loophole* and *chophouse*. Without hyphens a line may be easier to justify, but the resulting loss of easy intelligibility isn't.

John McDermott

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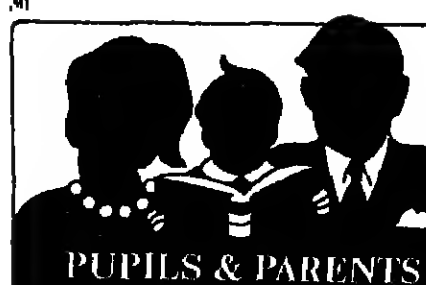
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PUPILS &amp; PARENTS

## BOOKS

## LETTS GET TOGETHER

Study aids: a survey of a major series revised for GCSE

## SOCIOLOGY

Richard Evans

Revise Sociology GCSE. By Stephen Moore  
Letts Study Aids £5.95. 0 85097 7886

Revision aids have been a lucrative market for some time. Bookshops, large newsagents and even supermarkets all stock quantities of books and pamphlets designed to help cram students through their examinations. A new syllabus or examination means another revision aid and Letts latest offering is 15 titles in the GCSE Revision series.

The series is designed to be used at home or away from the institution, to help organize a revision programme. Within approximately 234 pages, the subject is packaged into manageable units and well laid out with a limited number of illustrations. Even a parent could use it - and that, of course, is one of the intentions. If parents can understand what their children are studying, let alone revising, then presumably institutions can expect parents to be their extended arm in helping students to reach their goals. Each title has an introduction which explains the organization of the book; guidelines for studying the particular subject in question; and hints on revision.

The novel idea in the series is the Table of Analysis of each of the five GCSE Boards in England and Wales. The subject - in this instance sociology - is broken down into topic areas, such as gender and population. A detailed table shows the specific content areas in each of the board's syllabuses and their mark allocations for examination papers, enquiry work and teacher-assessed coursework. This means that not only the teacher but also students and parents have a clear idea about what has to be covered, which raises some interesting issues about the professionalism of the teacher and who organizes the flow of knowledge.

Each chapter is divided into clearly headed sub-sections with a useful numbered summary and list of key words in the order in which they appear in the text. The final part of each book consists of six parts starting with self-test units with answers in the original chapter order. Examples of different types of questions such as stimulus-response or short answer will help the student recognize the examination style of each board and there are examples of answers to examination and essay-style questions. Finally, the coursework requirements for each board are listed.

The problem with successful revision aids is that they can become the substitute for other kinds of material and not the complement. It will be interesting to see how often this series is updated, because I fear that many students and teachers will use it as their main source of information.

## CHEMISTRY

Lesley Bulman

Revise Chemistry GCSE. By Bob McDuell  
Letts Study Aids £5.95. 0 85097 776 2

The new *Revise Chemistry* has been thoroughly reorganized with the original 42 sections becoming 32 clear and logical chapters that match the GCSE syllabuses. Some old material has gone (who will lament the passing of Phosphorus and the Oxides of Nitrogen?) but there has been an expansion to include material on more socially and environmentally relevant topics such as corrosion and atmospheric pollution.

Many chapters rightly remain the same but some have been combined to give more cohesion. Four chapters on sulphur have been combined into one; organic chemistry is now in two sections: chemicals from petroleum and ethanol; and chemical acid, metal chemistry into extraction and corrosion. This makes sense and relates to the GCSE.

Summaries at the end of each chapter have been added but are often very brief. There is a completely new section on the GCSE and excellent advice on coursework assessment. Parents and students will find these sections enlightening.

More new material has been included than lost and it seems that a rather smaller typeface has been used which gives the pages a dense appearance. However, it has been used, which makes memorizing easier, and the language is clear.

## BIOLOGY

John Tranter

Revise Biology GCSE. By J Fard Robinson, Revise Human Biology GCSE. By M Jenkins  
Letts Study Aids £5.95 each. 0 85097 775 4. 0 85097 785 1

Both books adopt a similar structure in giving suggestions for learning and remembering or devising a revision programme. Detailed tables analyse the contents of all the syllabuses and how these relate to the content of the book, and the aims and objectives of GCSE are spelt out with particular emphasis on scientific investigation.

The two texts, however, are somewhat different in their overall impact. Of the two, *Revise Biology* is likely to be more accessible to a wider ability range of students. The treatment of each topic in this book is lighter whereas the language and presentation of *Revise Human Biology* give a more academic feel to the material. Students will also find *Revise Biology* more helpful in giving straightforward tips

and advice on how to prepare for and tackle the new exams - in particular, how best to cope with the problems of experimental design something which receives a much less constructive treatment in *Revise Human Biology*. The examination questions are given a more importance in *Human Biology* and the source of each question is identified only in *Revise Biology*.

With the increased emphasis on personal, social, economic and technological applications in the National Criteria syllabuses, I would have expected more to be reflected in the new material more than it is. There is only a limited amount of information on economic and technological aspects of biology in both texts. It is also disappointing to see that the opportunity provided by a new edition, of referring to "humans" rather than "man" throughout, was not taken. Other aspects of the material are irritating, particularly the continued use of the terms "respiration" and "respiratory" ventilation.

Occasionally, however, these new editions will prove to be both popular and effective in fulfilling the requirements of revision aids in these topics.

## PHYSICS

Martin Hollins

Revise Physics GCSE. By Michael Shepard  
Letts Study Aids £5.95. 0 85097 787 8

"New for GCSE" proclaims the sticker on this book; the changes made from its predecessor, an O Level text, are about as superficial as the sticker. The most useful part of the book is the detailed topic analysis of all GCSE physics courses (including the Northern Irish and Scottish equivalent). This runs to 157 sections, organized into 25 units and presented in 107 pages, which makes for very precise cross referencing.

The text in each section is brief, but this layout makes it easy to follow up topics from fuller textbooks. There is also a good range of questions: 80 multiple-choice to assess progress and similar numbers of objective, short, structured and longer answer questions for practising for the final examination. There are useful hints on answering longer questions, and a few pages on planning revision and on the coursework assessment for GCSE.

There is little evidence of new GCSE features such as the implications of physics, and little acknowledgment of the needs of the wider range of pupils who will be studying GCSE. The book is an efficiently organized summary of physics at this level, useful for the mature and able student, but offering little that is new or motivating.

## HISTORY

Jessica Saraga

Revise History 1750-1986 British Political and Social GCSE. Revise World History 1870-1986 GCSE. Both by Peter Lane  
Letts Study Aids £5.95 each. 0 85097 784 3. 0 85097 789 4

What's worrying when you look at the celebratory New for GCSE! proclamation on the front covers is that inside the covers, new is what they manifestly aren't. Most of the text of the "complete revision course for GCSE" is just the same as Letts' "complete revision course for O level and CSE". Either there's been a certain amount of cynicism in tussling out these revision aids in time for the end of '88, or the new demands of GCSE simply haven't been fully perceived.

Parents buying these two volumes for history revision would be forgiven for thinking that the emphasis is still, as it was particularly for O level, heavily on factual recall. The pages are stuffed with facts - condensed facts, tabulated facts; headed and sub-headed, numbered and listed and summarized facts - more facts than could ever be taught in every school

week was a month and all of our lessons were doubled. Not if you were interested in pupils' actually understanding them too.

And GCSE history is not about facts. Factual recall is only one of four objectives. It's just as important to demonstrate understanding of concepts, the ability to empathize with people of the past, and the ability to evaluate sources. Skills are more important than facts, but this just doesn't come across. Granted, the four objectives are listed here, but the sections on question analysis and specimen questions pay little regard to them. These sections are virtually the same as they were in the previous editions, with a very limited selection of empathy questions, and only the kind of source-based questions which are nothing more than factual recall, albeit stimulus based, in another guise.

New GCSE source-based questions are about source analysis as a skill. They involve comparing sources, detecting bias, considering how full a picture any one source can give, and what other kinds of sources might be needed for balance. Empathy questions are about understanding how events would have affected particular groups or people with particular views. How would a war veteran have reacted to the rise of Mussolini? How about a southern Italian peasant? A northern industrialist? A socialist worker? The facts on their own won't help; they need to be applied, and there's nothing here either to help pupils do that, or to help parents - the main consumers of revision aids - to help them.

Perhaps the reason is that the whole point of GCSE is that it's not a memory test. You simply can't provide a crib for skills. Either pupils have developed them or they haven't, and if they haven't, no amount of swotting and cribbing at the last minute is going to make any difference.

## ECONOMICS

Nancy Wall

Revise Economics GCSE. By Keith West  
Letts Study Aids £5.95. 0 85097 779 7

With the considerable emphasis placed on knowledge in the old O level examinations, revision books had a positive function. Probably, they could have still with GCSE. If they underwent a change equivalent to that linking place in the classroom. At every stage they would need to provide numerous tasks related to the subject matter covered, with answers for the students to check themselves.

The GCSE sample questions and answers in this book and the section on how to tackle coursework are both useful. These and the self-test questions are, however, the only tasks presented. The main body of the book is an extremely thorough description of basic economics. There is considerable emphasis on learning with mnemonics. This fits quite well with the author's approach of listing key points (eg the advantages and disadvantages of the division of labour).

Objective 1 on the National Criteria for economics is the recall of knowledge. The approach of this book is quite useful for this purpose. But what of Objectives 2-5? These involve the use and interpretation of data, application, and evaluation. *Revise Economics* can contribute relatively little to a student's capacity in these latter areas.

Unfortunately, even where knowledge is concerned, the book has problems. The points-listing approach leaves little room for assigning emphasis, for distinguishing major from peripheral points. The very thoroughness of the text works against it, and of course, for those below. Extensive prose paragraphs, using quite complex vocabulary, are only sometimes relieved by data and diagrams. The level of detail is in places excessive; the seven different Acts of consumer legislation identified and briefly described leaves little room for a sensible selection of the most important ones.

Most notably, the books also address themselves to the business of passing the GCSE. Their cover makes great play of this, and for once the blurb is borne out by some sensible and constructive advice on exactly what students should be doing during the whole of their course, not just in the panicky run-up to end-of-year exams. It's just such a pity that if those students rely on the *Letts Literature Guides* commentaries for that, they will find that the books are not what they seem. The books are not what they seem. The books are not what they seem. The books are not what they seem.

manufacturer of the claim is less than the extra profit obtained by selling the product in an expanding market (opportunities cost!). (Page 61). Data sources are not given. The index is more like a contents list. "Supply" and "Costs", for example, are not mentioned; all 60-odd mnemonics are simply wrong. He says that in 1988 manufacturing production was falling, and with unemployment and a worsening trade balance, Britain was in depression. In fact, manufacturing production rose by 34 per cent in 1986. I looked for a definition of depression elsewhere in the book, but was unable to find it, perhaps because it was not in the index.

The approach of this book works directly counter to the fundamental ethos of GCSE. To meet GCSE objectives, there must be far more data, applications of theory, and perhaps also case studies. The approach must involve the student in active thought rather than passive recall. Visual structures depicted in diagrams are far more effective aids *intra muros* than mnemonics. If students need a change from their basic texts, when revision time comes, they would do much better to buy another of the good new basic textbooks.

## LITERATURE

Hugh David

Literature Guides GCSE. By John Mahoney and Stewart Martin  
Letts Study Aids £2.95 each.

The key to further new series of student notes is to be found in the small print on the back of their title pages. In each of the 12 new *Letts Literature Guides* there are brief biographies of John Mahoney and Stewart Martin who have "written and developed" the entire series. Each is an experienced teacher, but Mr Mahoney has also produced computer software on English literature.

With the new *Literature Guides* he has seemingly done it again. Whether he and Mr Martin are discussing *Macbeth* (0 85097 767 3) or *Of Mice and Men* (0 85097 772 8) their approach is the same: a highly-programmed assault on the text complete with charts, numbered paragraphs and backward and forward cross-referencing. It is a cold, almost industrial way of dealing with literature, lacking only the GOTO and GOSUB commands of a Basic program.

*Revise Commerce* is among the first books on the subject to be genuinely revised for GCSE courses. The major part of its text consists of a thorough study of syllabus topics. Each unit of text is matched by a self-test unit of short answer questions to which answers are provided. Additionally, longer sample questions (mainly from GCSE specimen papers) and answers give readers some idea of what they can expect in a GCSE examination. A separate unit deals with coursework. Useful advice is offered on how to approach this new part of the examination and suggestions are given for coursework topics.

Divided into areas of writing/reading and listening/talking, *Revise English* contains units illustrating various types of written and spoken language suitable for a GCSE course. Each example - whether of factual, discursive, imaginative, interpretive or utility English - examines style, diction, purpose and usage, and promotes ideas for further work aided by detailed plans or suggested stages for the building confidence and producing the best end result in both coursework and examinations; particularly helpful are the units on letter writing, taking notes and biography. The shorter oral sections explain the different requirements from different Boards and offers many tips for single or group oral preparation.

The authors have attempted to cater for everything by cross-references, self-tests, grammar sections, coursework assignments and advice for exams. Not for the weak-willed, entering a book to stimulate the enterprising and motivated student (and teacher) to study hard and improve his or her performance. *Revise English* is a book to be used by the enterprising and motivated student (and teacher) to study hard and improve his or her performance. *Revise English* is a book to be used by the enterprising and motivated student (and teacher) to study hard and improve his or her performance.

## GEOGRAPHY

Graham Hart

Revise Geography GCSE. By Clifford Lines and Laurie Bolwell  
Letts Study Aids £5.95. 0 85097 782 7

Out of a total of 192 pages in this book only 124 are actually concerned with syllabus content - the remainder covers a breakdown of the GCSE syllabuses, advice on exam and revision technique, hints for the big day, practice questions and a very useful self-test unit. This balance of material seems appropriate to the type of book and serves to reinforce the comments of the series editors, namely that the book should be used "as a companion to your examination course or as a revision aid".

Geography is such a broad subject, with so many options available, that nothing else could be attempted. The factual material that is present is familiar, sensibly presented and usefully supplemented by summaries of basic ideas and lists of key terms. Inevitably the intensive pruning process has led to some very sketchy sections - the British climate in three-quarters of a page for example - but generally the coverage is well thought-out. Teachers will not be disappointed by students who can quote examples and reproduce diagrams from this book although, of course, they may feel a little offended that their original teaching was apparently found wanting.

The value of revision guides is something to debate elsewhere - but as a representative of the genre this book scores high marks.

## COMMERCE

DJ Thomas

Revise Commerce GCSE. By Bill Jones  
Letts Study Aids £5.95. 0 85097 777 0

For many years *Commerce* has been a popular subject in schools and colleges, despite lacking a direct link with an A Level examination. The introduction of GCSE Business Studies poses a fresh challenge to its high ranking among business education subjects. None the less there are five GCSE Mode 1 *Commerce* syllabuses available and the subject is continued by the London and Cambridge Boards as a GCE O level examination to centres overseas. Additionally, the subject is offered at various levels by other examining bodies such as the London Chamber of Commerce and Industry and the Pitman Examinations Institute.

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## FRENCH &amp; GERMAN

Michael J Smith

Revise French GCSE. By Gloria Richards. £5.95. 0 85097 781 9.  
Revise German GCSE. By John Davies. Letts Study Aids £5.95. 0 85097 783 5

First published in 1982 and 1983 respectively, these books have been revised to meet the demands of the GCSE candidate, a word used advisedly in the singular; these are not classroom textbooks but can be recommended to the serious pupil revising at home, and probably also to his parents who wish to be better informed about the requirements and format of the examination. Both will find it useful to locate a volume in the series. *Revise French* and *Revise German* are books to be used by the enterprising and motivated student (and teacher) to study hard and improve his or her performance.

## BOOKS



Tinker, tailor, soldier, sailor, rich man, poor man, beggar man, thief... The Mother Goose Treasury illustrated by Raymond Briggs is to be reissued next month "by popular demand". Hamish Hamilton £9.95.

## CHILDREN'S LITERATURE

Time Out. By Helen Cresswell.

Lutterworth Press £5.95. 0 7188 2658 2

Strange Magic. By Elizabeth Beresford.  
Methuen £4.95. 0 416 50441 XThe Pocket People. By David Stevens.  
Hodder and Stoughton £6.95. 0 340 40545 7Adam and the Crazy Computer. By Ralph Wright.  
Methuen £4.95. 0 416 54240 9Meet Mr Majimpsey. By John Hosken.  
Michael Joseph £8.95. 1 85145 095 5

One of the delights of childhood is that it might just be true that a man with a pointed hat and black cloak is waiting behind the bike shed to shout "Zbonskyddidlydy, turn into a pig!" at the least popular dinner lady. Each of these books, suitable for the junior age range, makes its own play with things which are normally out of reach. *Time Out* uses one of the commonest day-dreams, that of time travel. How would a Victorian family take to television? What would they think of a crowded London street? Helen Cresswell explores these questions, and others, such as what would a Victorian twenty make of a Blue Peter badge? A whimsical tale, this, and a bit stilted for my taste in the sense that you always expect rather more than is delivered. Still, the quiet charm is there, and the tale builds originality on to an established idea.

Brighton, as I have discovered for myself, is inhabited by all manner of creatures, many of which walk more or less erect and communicate by means of a strange code of grunts and clicks. Last time I was there, one of them tried to sell me a ticket to the Beagle Boys. Elizabeth Beresford's book is set in Brighton, and the hero, Joe, encounters a black dog which turns out in fact to be a Griffin, which had arrived on the South Coast in search of treasure. As indeed had the mystery creature who tried to sell me the ticket. If you accept that this is the story in the "fallible monster" genre - you know what I mean, the dragon looks fierce but is really a cuddly old thing with a liking for black pudding - then *Strange Magic* is inventive and amusing. The Griffin is nicely tetchy, and superior, the location is well used and the quest is well suggested.

The *Pocket People*, gentle little beings who live in the little bits that gather in the corners of pockets, move into the clothing of Mr Poser as the result of a mix-up at the dry cleaners. Poser is a photographer, amiable enough but a bit slow, as demonstrated by his failure, due to being under his black focusing cloth at the time, to snap the Army's latest missile launch. The book is a light-hearted arrival of the *Pocket People*, whose combined efforts to improve Poser's performance land him in all kinds of predicaments. A family having a picnic by the roadside saw it all, and confirmed that Mr Poser had landed the plane whilst sitting on the body facing backwards.

The Crazy Computer in Ralph Wright's story becomes possessed by a creature from outer space who has the characteristics of a piece of amorphous high-technology ectoplasm. With the aid of Cassandra, the computer being, Adam has all kinds of adventures unhindered by the limitations of space and time. "Where am I?" Adam croaked aloud. "In deep space, many years in your future, heading for the Planet Diumm," answered a voice. "There is an exciting space battle, and an encounter with a Giant Pyrmid. Neither is Cassandra above a bit of nefarious lucking, some of it involving the computer that looks after the Premium Bond draw... Lots of fun here, but the almost limitless freedom given to the story by the super-hero characteristics of Cassandra made me feel just a little cheated.

John Hosken's story about Mr Majimpsey is a genuine work of the imagination. Samuel George Majimpsey is a lonely man, a clerk who lives alone in London. He talks to himself a great deal, and he has in his house a room furnished as for a six-year-old child, in which he sits and reads aloud in the evenings. Fantasy and reality become entwined in Mr Majimpsey, and he finds himself drawn into a series of adventures. "The boulders covered in moonlight, began to writhe. Formless creatures emerged from them and took on human shape, or near-human shape. These creatures made dark patterns, ever changing like a clouded kaleidoscope, until they formed a column which stretched humbly muzzlingly back into the night... It is an unusual story, with some echoes of Tolkien, and some direct references to other literature, and always a harking back to Mr Majimpsey's 'real' life in London. The book's format, incidentally, is impressive - larger than most children's books and very well printed in a clear typeface with a ruled margin on every page. It is correspondingly a little more expensive, but it would sit well in the school library, and be popular, and would make a lovely present for an avid reader of, say, eleven upwards.

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Published bimonthly since May 1987 32 pages, A4

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## COMPUTERS/IT

**Online**

David Self

of data, which can be encrypted for

## Mike Thorne assesses The Times Network Systems

containing details of educational resources, a careers database and a

Having learned the system, there is

For more information contact  
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Cabaret and theatre performances, and a comprehensive outreach programme of exhibitions, talks and workshops at the city's libraries and community centres, form an important backbone to events at the MAC.

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**Amir Hitzgerald**



In the two central Mozart works—the *Andante* for Flute and Orchestra in C major and the *Flute Concerto* in D major—the orchestra, suitably truncated to classical proportions, gave thoughtful attention to phrasing and other points of detail. In the second work never tried to equal the "bell-like" purity of the strings of the young Mozart. *Conductors: Giannelli, 2nd and 3rd.*

The Battersea Park Improvisation Group revealed a lead vocalist with some talent as a songwriter. Its members switched easily from sing-along to bass to keyboards but at times the sound was unimpassioned. My own first experience for presentation was the two-parted band, *Prolet's Barbed*.

The intricacies of the tuba, rarely heard as a solo instrument, were deftly mastered by Simon Kidd and the Youth Symphonie Band in the first movement of Edward Gregson's Tuba Concerto. ILEA critics might do worse than look at the author's musical achievements and think again.

**An Introduction to English Folk Song** By Maud Karpeles. Revised by Peter Kennedy (Oxford University Press £3.95. 0 19 284015 0). Maud Karpeles was our last link with Cecil Sharp and her death in 1975 marked the end of an era. Her charming old-worldly introduction to *English Folk Song* is a classic of its kind – now at last being re-issued with a foreword, updated bibliography and ‘cassettography’ by

material support as well. For details of  
your nearest Open Access centre  
phone 0235 555444.

Jacquetta Megarry

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## Next week

Peter Bishop argues that IT in schools  
needs to grow up if it is to keep pace  
with the times.

The time takes to find an entry depends on your own facility. As with all such systems, until you become more familiar with their organization finding your way can be frustrating and it is rather easy to get lost inside the labyrinth. This inherent weakness is also manifest in the Prestel system. Electroacs information provision will only have come of age when, finding

tem on 11-related matters does exemplify how this open access can be put to good use. So too does the selection of teaching ideas contributed by primary science advisers in Avon. Each group of these related to a theme such as Christmas and were of such a quality that one really could see teachers finding it worthwhile to consult TTNS for these alone.

Some schools are already using the Communitel system in this way. For example, fourth year juniors in some of the feeder schools for Monmouth Comprehensive have electronic penpals in the big school whom they can look forward to meeting when they move up into the end of the year.

**PORTASTOR High Security Products (426),  
PORTASILO LTD, HUNTINGTON, YORK, ENGLAND YO3 0PR**

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## RESOURCES

## City of science

Matthew J Reisz visits La Villette,  
Paris's gleaming, ultra-up-to-date new museum

La Villette is a huge complex - described as a "Cité des Sciences et de l'Industrie" - inaugurated by President Mitterrand in 1986. It is housed round a permanent exhibition called the Explora and includes large conference and media resource centres, a cinema and art gallery, a research institute, a planetarium, a room which forms a kind of multi-media magazine of the latest scientific developments, two inventoria for young children and an immense Geodome.

The first is particularly striking: a complete sphere faced in steel, 36 metres in diameter, which is suspended in a point and contains the largest hemispherical film screen in the world. (Unfortunately, showing of films with titles like *L'Honneur et l'argent* tend to get booked up many days in advance.) Indeed, the whole complex is very much a prestige project where everything tends to be the biggest and the best: even the children's playground contains a dragon made of what seem to be giant cotton reels, from whose mouth issues the biggest slide I have ever seen.

The Explora is a large, open-plan exhibition hall divided into four sections: From the Earth in the Universe, The Adventure of Life, Raw Materials and Man's Work, and Languages and Communication. The Life section, for example, is rather like the Human Biology Museum in London's Natural History Museum: there are many hands-on machines (a fair proportion inevitably out of action) which help people of all ages understand the answers to questions like "How does a

rabbit make another rabbit out of grass?" or "Why are there thousands of species?" There is also a greenhouse right across the hall known as the Green Bridge; it demonstrates the latest technological methods used in agriculture. On the other hand, there are no dinosaurs and very little historical background. The stress is very much on current and future research, and on practical applications. Robots enact video games to explain thinking processes, and even the escalators are laid bare to show how they work.

Industry, particularly French industry, is given very full treatment. There are sections on military technology, the office of the future, the rules of industrial rivalry, and the differences between the (cinema's) myths about industry and the realities, as well as a company of the month (Philips, when I was there), temporary exhibitions and opportunities for the public to meet industrialists.

La Villette's total commitment to France, to industry and to high technology reflect the French government's belief in ultra-modern public buildings and cultural centres, and

spending on a scale which is quite inconceivable in Britain. Yet the differences in philosophy go far deeper than this, as regional and educational policies both demonstrate. London's Science Museum has links with subsidiary museums dealing with specific topics (the Railway Museum in York, for example); La Villette has a whole string of local centres to take its resources and facilities into the different regions. It also mounts a series of temporary exhibitions about scientific aspects of particular regions (like the geology of Lorraine) which usually have tourist potential as well.

Young children are well catered for in inventoria for three to six-year-olds and six to 12-year-olds, where they are supplied with miners' helmets for exploring very elaborate climbing frames. Other sections offer "musé interactif à la symphonie" and an "audio-visual swimming-pool", but whether or not these are quite as educational as the names suggest, the children will seem to be having an incredibly good time.

If La Villette goes out to the regions, it also goes out very much to schools.

The Science Museum in London receives about 5,000 school parties a year, gives special lectures for them, produces educational resources and worksheets, and offers advice to the many school children who write in. The current stress on primary school science brings children as young as six to eight in large numbers, and television programmes like *ZigZag* ensure that the space and transport sections, for example, are very popular (just as many older children go to the Wellcome Museum of the History of Medicine for exam purposes). The new permanent interactive exhibition, *Launch Pad*, is also ideal for junior and middle school pupils.

Yet, for all that, the Science Museum has only a specialist library, does not organize projects with schools and has only four education officers. Indeed, it considers family visitors as probably its most important "customers". It certainly receives visits from schools, often without warning; very few teachers can afford the time for a pre-visit. La Villette's educational programme is far more extensive and outward-looking. Although compara-

tively small numbers of pupils attend the "Classes Villette" scheme (80 classes in the last school year), they attend for a period of about 12 days. Teachers are required to come to a four-day induction programme beforehand, and pupils, teachers and La Villette personnel together work out an elaborate research project. The stress is again on recent high-tech developments, the links between science and industry, and sometimes career advice for suitable pupils.

Finally, how well can La Villette cope with visitors who cannot speak French? There are recorded guided tours of the Explora in English and several other languages; the labelling is rather haphazard, although a good deal of it is in English. The atmosphere is exciting but slightly forbidding: to get the most out of the Cité, teachers planning to take a school group there would certainly be advised to make contact and obtain as much information as possible in advance.

La Villette is very French; some will find it rather flashy and pretentious and others will find it very exhilarating. Its completely forward-looking approach gives it a quite different flavour from, say, the Science and Natural History Museums or Ken Gardens, which have been modernized piecemeal around charmingly old-fashioned basic collections. There may be a good deal of overlap in the information they provide, but La Villette captures far better the spirit of science today; if one wants a science museum to seem completely up-to-date, there is no lot to be said for starting from scratch in the 1980s.



## notes

## FRESH EVIDENCE

New angles on old stories are being offered in the autumn programme of the Tower of London education centre. Three new evidence-based history programmes for secondary school pupils use period materials, along with debate and role play, to explore the position of medieval women, the subtleties of Tudor propaganda and the use of armour. The programmes are planned to help youngsters grasp the skills and concepts required for the GCSE.

Day courses for sixth formers use the same approach to dig into the monarchy and rebellion in Tudor times and to study the impact of the English Civil War. For teachers there is a day course on the Norman conquest on December 3; this will focus on the interpretation of primary sources such as the Bayeux Tapestry, castles and the Domesday Book.

A half-day theatre-in-education programme is also being arranged for schools during November (9-27). There will be two separate versions: one for GCSE pupils, the other for sixth forms.

## The Problem-Solving Pack

ISBN 0 7131 8454 X, £20

The Decision Maths Pack

ISBN 0 7131 4, £35

The Spode Group

Edward Arnold, 41 Bedford Square, London WC1B 3DQ.

Following its earlier successes in the field, The Spode Group offers two resource packs for use with the 11 to 16 age group. The aim is to demonstrate how relatively simple mathematics can aid the solution of problems which arise in the real world.

The *Problem-Solving Pack* comprises worksheets and solution sheets together with outline notes for the teacher and is targeted at middle school or lower secondary pupils. The *Decision Maths Pack*, though similar in appearance and presentation, comprises problem sheets, strategy sheets, solutions, and more extensive teaching notes. It is aimed at the upper secondary age range, and intended to contribute to a pupil's GCSE coursework. The formal layout, black on thin white card, designed for photocopying (copyright has been waived) will help topics covered include puzzles, net

## Decisions, decisions

Simon Relf looks at two maths packs

works, codes, packing, choices and job allocation, with an emphasis on optimization as the main goal in the majority of situations presented. Missing, however, are references to sources which would enable teachers and more capable pupils to research further into some of the ideas introduced. The authors attempt to avoid sexist stereotyping in their examples, although postmen and milkmen remain.

Doubtless these packs will prove valuable to the secondary teacher who wishes to move from the stilted content characteristic of many past CSE and GCSE courses and begin to embrace the spirit of innovation, independence and enquiry which promoted the introduction of the GCSE. Yet, a dichotomy exists between the two packs of material, for although the central theme is mathematics as it arises in day-to-day situations, the approach is to subdivide the suggested tasks not in terms of the context in which they arise but rather according to the mathematical procedures which have proved successful in handling them. This is a pity, for the benefit of hindsight, but the packs do not seem to be designed to involve the learner in new and challenging situations that require innovative thought and independent research.

between similarities and differences in situation and approach, a very necessary skill to acquire if she is to become an active mathematician at any level. Quite explicitly, the overriding consideration here is the acquisition of mathematical content in terms of well-known results and standard strategies, but in territory often foreign to the specifications of most GCSE syllabuses. This is clear from the outline suggestions for an assessment scheme and reinforced by warnings "not to teach these related topics too closely together", or pupils might well be confused". The sacrifice is to reduce the likelihood that the learner will invent/select her own algorithms, pose her own questions, learn from her own mistakes, or include further complexity of her own choosing. For although these are essential to the spirit of mathematical enquiry they are not what these packs are really about.

Though welcome and useful, they remain for me an uneasy compromise between a conventional textbook approach to some novel ideas and a more innovative approach to the learner. In new and challenging situations that require innovative thought and independent research, the packs do not seem to be designed to involve the learner in new and challenging situations that require innovative thought and independent research.

## Stuck in

The Language of Labels  
British Standards Institute £5.00  
BSI Sales Department, Linford Wood,  
Milton Keynes MK14 6LE.

I wonder how often people actually look at the small print of the labels on the products they are using or buying. Does everybody know what the "E" and "e" marks are? What about BEA marks, bar codes and the Double Insulation mark?

The *Language of Labels* is for the parts of the GCSE home economics, textiles and business studies which require an understanding of labelling information associated with certain products. There are 26 items, illustrated with detailed teachers' notes, suggestions for follow-up work and a quiz sheet. The A4 pack comes in the form of a slip chart with a card-board stand.

The pack need not be restricted to just the GCSE. Given its content and style, *The Language of Labels* could be useful in the skills programmes for the 14-19 age range, as well as the ubiquitous end of term quizzes.

Richard Evans

## OFF AIR

AFTER A brief period of concern that BBC School Radio would be turfed off its much-valued VHF frequency in the forthcoming reorganization of the airwaves, the BBC now say that schools will be able to keep the VHF frequency, at least until the end of the academic year 1988/1989.

They say: "Management is aware that schools and colleges are equipped for VHF/FM reception and that the clarity and quality it gives is important to them. This will be taken into account in any decisions about the long-term location of School Broadcasting on radio."

During these two years, there will be two important developments: one in hardware, the other in programming. School Radio is currently in consultation with a manufacturer of cassette/radio for the education sector, talking about the economic feasibility of an RDS (Radio Data Systems) machine for schools. This would effectively remove the need for cassette recordings. The broadcasts themselves would be "off air" - that is, they would be transmitted via RDS sets linked to computers and printers - a lesson in IT in itself. RDS can only work on VHF.

As far as programming is concerned, primary output is still a success story and will continue to be so. Some of it is listened to by over a million children. Much depends on the success of two new magazine style programmes for the secondary age group and beyond. *Mainstream GCSE* (Tuesdays 2.25pm) takes the unprecedented step of putting pupils in touch with GCSE examiners on the air while *WaveLength Plus* (Wednesdays 2.05pm) also puts teachers and college students in control, with full access facilities to allow listeners to take their turn at being programme makers, in an up-beat listen-while-you-work format backed up with a telephone enquiry service.

It's likely that these two innovative-sounding programmes will only have two years to prove themselves. After that, remaining secondary programmes could be angled more towards the "help yourself" individual learning format, and eventually might not even be broadcast at all, leaving sought-after airwaves free. Peter Dines, Deputy Chief Executive of the Secondary Examinations Council, told me nothing to launch BBC School Radio programmes for the year that he looks forward to the time when he gets on a train, sees a teenager plugged into a personal stereo, and instead of the usual thumpy thump of rock and roll, overtures same lullaby in French or Maths.

However, individual learning from cassette gives students no sense of "listening to the radio", a gentle and enjoyable activity that, according to IBA research, one in three 15-year-olds never chooses to experience. It's a taste BBC School Radio and teachers should be helping their students to acquire.

After some deliberation, the British counterpart of an American pressure group, ACT (Action for Children's Television) is about to be founded. America's ACT promotes broad programming and education for parents and broadcasters, and attacks deceptive advertising aimed at children.

The British Film Institute will provide caretaker support for a British version, while it organizes itself. This should take about a year. By that time, funding will also be decided upon, and hoped the TV industry itself will foot part of the bill.

Philip Simpson, head of the BFI Education Department, stresses that ACT won't be anti-TV. "Anyone who is interested in TV wants children's viewing to be as diverse as adults", says Simpson, adding that ACT might also look at adult output, more watched by children than children's TV. Interested parties should write to Philip Simpson c/o BFI, 81 Dean Street, London W1P 6AA.

Nick Baker

## Next week

Nick Baker previews a special play on the BBC's *Schools* programme, to be aired on October 8.

## MEDIA

## Some wore blue

Robin Buss relives the American Civil War



Italian American of the North's 'Garibaldi Guard', left, and an early Southern volunteer, above

The Divided Union  
Channel 4, Mondays 10pm  
From September 28.

Because of problems with scheduling, there will be a two-week gap between the first and second episodes of this Channel 4 history of the American Civil War, but the disruption should not prove too serious. In some ways *Part I* could stand by itself as a lucid summary of the historical divisions between North and South, and the very different societies that had developed in the two parts of the Union.

It also, inevitably, looks at the history of slavery as an economic, social and political system, and emphasizes that while Northerners were increasingly vocal in their criticism of slavery on the plantations of the agricultural South, they seemed equally ready to tolerate segregation; blacks in New York State were actually deprived of the vote in 1832. What Southerners most resented was the moral condemnation, not only of the system, but of the slave-owners, and a general inability to suggest practical ways for ending an evil so deeply entrenched in the Southern economy.

There may have been alternatives to war but, as the programme demonstrates, they became steadily more remote. Lincoln's election made secession almost inevitable and, though there were still some in the North who opposed the preservation of the Union by force, the outbreak of war was only a matter of how and when. The Confederacy fired the first shots, and the North preserved its sense of moral superiority. That is where we leave it for the time being, on the eve of what the participants thought would be a "summer's lark".

In fact, it turned into the country's bloodiest war and the remaining four parts tell the story of its campaigns and engagements. They are concerned, too, with the means by which that story has been transmitted. "The first war to be fought between literate masses" has left a wealth of diaries and letters, recounting the experiences of ordinary soldiers and civilians. Before setting off, the volunteers would have their features preserved by the new technique of photography. In studio portraits known as *cartes de visite*, the camera went into the field, to make a shockingly realistic record of the dead on battlefields with haunting names like Antietam, Manassas or Gettysburg. That is where we leave it

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## Pro-celebrity GCSE

David Self on English as a team game



Tuup held a classroom full of teenagers spellbound and won not only their applause but that of an audience of teachers watching in Thames Television's preview theatre. As he made clear, a sense of audience and "appropriateness" is everything - except that he had the wit to call it "feeling the vibes".

In the same programme, a "woman-ist" (not feminist) songwriter demonstrated the power of lyrics while a social historian made the somewhat debatable point that you should never modify your accent. His Cockney tones were immediately followed by Anna Raeburn's polished vowels which effectively illustrated both the status and mainly upward mobility that come with a certain voice.

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## Science cycles

is informative and well organized. The introduction spells out the aims of the programmes and seems to reflect current thinking in primary science. It makes the key point that "the series intended to lead to purposeful and rewarding activities; watching the programmes alone does not constitute studying science."

Teachers are given a great deal of help in preparing this purposeful activity in the form of background notes and two work cards that can be photocopied. A page is also devoted to topic activities.

"Rainy Days" is the second programme to be televised this term and will have been much easier to make in this country than the first, dealing with

the social aspects of rain in our lives. Our place in the water cycle is explored. In the classroom there is a heated discussion on humidity and lots of coloured drops squeezed from pipettes. And then the real reason for switching on the TV: we see drops in slow motion fall and distort under gravity. We see them hit the cold table and shatter. We see them fall into milk or oil and convulse and rebound. We touch upon water insects and their dependence on surface tension, and finish with a shot as memorable as the bicycle shadow. A kingfisher plummets from the sky - down towards an underwater camera, catches its prey and rises amid a myriad of spherical water droplets. Isn't television a marvellous thing?

Robert Johnson







# Come and teach in Kent

## HEADSHIPS

### EAST KENT AREA

Graveney County Primary School, Smeath Road, Graveney, Faversham, Kent.

Group 1, Roll 120.

Applications from enthusiastic and experienced teachers for the post of Head of School, to be considered by the Governors, should be sent to the Chairman of Governors, 78 London Road, Canterbury, Kent CT2 8LT, returnable by 15th October 1987, 18.00 please.

### WEST KENT AREA

Shinops Down County Primary (Designated) School, Rydal Farm, Tunbridge Wells, Kent TN4 9SU.

Junior, Infant and Nursery, Roll 180. Designated to take children with Physical Handicaps.

Required (Group 4) for April 1988. Applications are invited from candidates with proven ability in handling children, fully integrated approach and preferably with experience of working with children over the 3 to 11 age range.

Further details and application forms available from the Area Education Officer, Ref PT180, 38, Grove Hill Road, Tunbridge Wells, Kent TN11 1GL, to whom they should be returned by 18th October, 1987.

### SOUTH KENT AREA

St Augustine's RC (Aided) Primary School, Seabrook Road, Hythe CT21 5DE

Group 4

Applications are invited from suitably qualified and experienced teachers for the post of Head of School, to be considered by the Governors, should be sent to the Chairman of Governors, 78 London Road, Canterbury, Kent CT2 8LT, returnable by 15th October 1987, 18.00 please.

Re-advertisement: Previous applicants need not re-apply.

Closing date: 23rd October 1987.

## DEPUTY HEADSHIPS

### NORTH WEST KENT AREA

St Bartholomew's RC Primary School, Sycamore Drive, Swanley, Kent BR8 7AY

Roll 300

Required for January 1988. Applications are invited from a suitably qualified and experienced teacher for the post of Deputy Headteacher, to be considered by the Governors, should be sent to the Chairman of Governors, 78 London Road, Canterbury, Kent CT2 8LT, returnable by 15th October 1987, 18.00 please.

Re-advertisement: Previous applicants need not re-apply.

Closing date: 9 October 1987.

### EAST KENT AREA

St Lewis CE (Aided) Junior School, Newington Road, Ramsgate, Kent CT11 0QX.

Group 5.

Required January 1988.

Closing date: 18th October 1987.

Re-advertisement: Previous applications will be re-considered.

Northdown County Primary School, Tenterden Way, Margate, CT9 3RE.

Group 6.

Required from January 1988. Applicants must be experienced and have a minimum of 5 years' experience.

Completed applications to be returned by the end of September.

### WEST KENT AREA

St Peter's C.E. Primary School, Windmill Street, Tunbridge Wells, Kent TN2 4UU.

Required for January 1988, or sooner if possible for this Group 3 School. Enquiries more important than experience.

Closing date: 7th October, 1987.

Sevenshoe St. Thomas' R.C. Primary (Aided) School, South Park, Sevenoaks, Kent.

Group 4, Roll 195.

Required for January 1988 to teach a class in school and share responsibility for the organisation and development of the school. Please state curriculum interests. Applicants must be experienced teachers, preferably Catholic, committed to the life of the school and able to work with the Head Teacher. One of your named referees must be your Parish Priest.

Completed application forms shall be returned to the Chairman of Governors care of the school, no later than 2 weeks after this advertisement.

### SOUTH KENT AREA

Wittersham CE (Aided) Primary School, Wittersham, Tenterden, Kent TN30 7EA

Required for this Group 2 school (roll 100 January 88) from beginning of Summer Term 1988.

Closing date for return of completed applications: 30th October 1987.

Re-advertisement: Previous applicants need not re-apply.

Closing date for return of completed applications: 30th October 1987.

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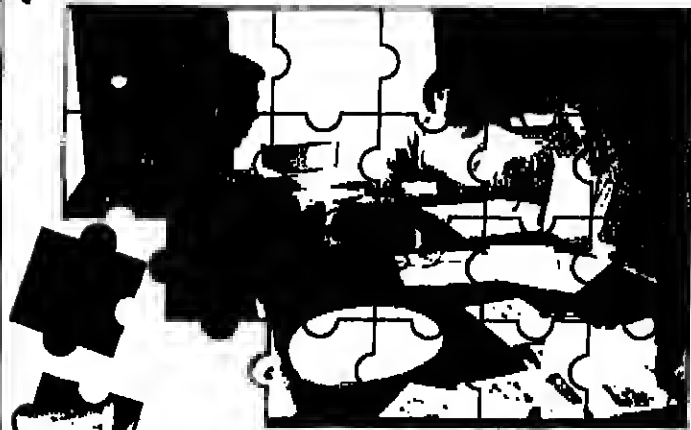


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## The eternal city in December Romantic

NICK BAKER

On the morning of my arrival in Rome, I saw a young man warming himself in front of an (accidentally) fluming moped outside the Colosseum. This is not something cold blooded English visitors need to resort to. Generally, December temperatures are 10° higher than British ones, sometimes more. However, be warned: snow isn't entirely foreign to Rome, and when it comes, the city is paralyzed with surprise.

In general, the advantages of a visit to the eternal city in winter are fairly clear. No heat, and no heated tourists. It's cheaper, too. But while there are no crowds of tourists, there are plenty of Italians streaming into the city to do Christmas shopping, beneficiaries of the *tredecim* — the customary thirteenth month bonus received by all Italian workers in December.

A winter visit will allow you to meet people like Antonio Tedesco of the Colosseum. An official custodian, more caretaker than guide, he will have the time in December to fix you with a beady eye and (if your Italian is good enough) follow the story of the greatest show on earth at you, regaling the atmosphere of the spectacle with much hand gesture and chest beating. The impression is of magnificence and humanity on a grand scale: the vestals were apparently in charge of the lighting, while 200 sailors were responsible for drawing a multi-coloured canopy across the arena, 186 metres in diameter. If a gladiator managed to survive against a wild beast, he would be "free" to serve in the Roman army. Pagan soldiers lined the perimeter, except at the inaugural show, an elaborate sea-battle staged by Titus as a homage to his father Emperor Vespasian, who had started the building. Mainly, it was man v animals. For the man v man stuff you went to the Circus Maximus up the road.

Another advantage of Rome in the cool is that you can make the climb to the top of St Peter's in comparative comfort, having marvelled at the scale of the basilica from floor and then

dom level, you can climb the 133 narrow steps with no brow-mopping, and enjoy the view from the very top of the cupola. Before Christmas, this includes the sight of the Roman flag (curiously absent during the moped-on-fire incident) erecting the Papal Christmas tree and large-scale crib.

Cribs — many of them mechanical — are quite popular in Roman churches in December, and they're worth seeking out, if only to give you a sense of contrast between the old and the new. For example, the crib at the beautiful baroque Church of the Gesù is a tucky affair, featuring less than lifelike figures, a running stream of real water and a star that heats a curious resemblance to Concordo. The Gesù's early baroque grandeur is impressive, but I preferred the interior of Smt' Ignazio, if only for its *troupe-l'oeil* cupola.

We're told that an obscure 17th-century building regulation prevented the erection of a large dome for Sant' Ignazio, but Jesuit priest Andrea Pozzo created a "fake" one on the inside. In reality the ceiling is flat, but seen from a brass disc set in the floor, it leaps into convincing 3D. There's little doubt, though, that the best "value" church visit is to San Clemente, just round the corner from where they used to train the gladiators. San Clemente gives the impression of 12 centuries of history: secular, religious and mythic. You enter a stunningly beautiful medieval church, dominated by magnificently colourful mosaics. Beneath it is an excavated 4th-century basilica with frescoes, and a surprisingly well-defined Mithraic temple. Mithras was a pre-Christian religion or cult, popular among Roman soldiers, with some surprising similarities to Christianity. There's a small altar with the barely distinguishable figure of Mithras, the god born of a rock, and a room presumed to have been used in the instruction of worshippers.

As if that weren't enough, there's also a first-century Roman palazzo journey through the insides of a giant catapillar and across scenes of utter devastation that would make ideal locations for "The Day After" style holocaust movies.

Hawaii has achieved worldwide fame through "Five-O", "South Pacific" and all those girls in grass skirts and flower garlands. But if you come looking for ethnic culture, the Pacific equivalent of the Greek fishing village or Moroccan casbah, backed up by archaeological remains or other historical relics, you'll be disappointed (although on the Big Island I did see a plaque proudly marking an "ancient well", dated 1895). Hawaii is American in the all-pervading sense of the word, and its Polynesian past only really appears in the form of tourist souvenirs and, at times, language. But, for "America", also read "cultural mishmash": alongside the hamburger joints you'll find sushi takeaways, tricycle rickshaws next to Ford station wagons, Chinese tatooists in the same street as a Safeway supermarket, and a Mormon temple within sight of a Japanese cemetery. And, to give America even more of a foreign taint, there's a foreign language too. But don't worry about that. There are only 13 letters in the Hawaiian alphabet and as long as you go around saying "Aloha", which means hello, goodbye, love, welcome, etc., you'll fool everyone.

With Oz in the news in the past year — The America's Cup was filmed in Port Phillip, the *Durdee* sailed in the Kooragang National Park — and next year, 1988, they celebrate their bicentennial, we decided to go "winkabout", but in two weeks it was impossible to scratch the surface of the world's largest island, two-thirds the size of the US.

We came in to land river Bantary Bay at six in the morning — feeling like death. A chauffeur met and drove us to Olms Hotel at Potts Point, just 2km from the city centre, in the red-light district of King's Cross where the girls were already hard at work on that sunny Sunday morning.

Friends had flown up from Melbourne to see us (that's Aussies for you) and were down in the lobby at noon to drive us up the north coast to Palm Beach where we lunched at the Barmenjo House, one of Sydney's top restaurants, amid potted palms, purple bougainvillea and the pungent scent of frangipani. The mussel and salmon soup, mud-crab and pencil salad with a chive mussel sauce and a wonderful Australian wine were a far cry from the meat "spys" and "paws" barbies we had heard so much about. "No worries!" us they say, this was a bonzer welcome to Oz.

It's the only country in the world where the price you see in a shop or on a menu is the price you pay. No VAT and no tipping — no wonder Aussies have such a rotten reputation as tipsters. And with the current rate of exchange, Oz is now very affordable.

Sydney, like San Francisco, is built on a series of hills overlooking the water. During the next two days we visited the sandstone church of St Mark's at Darling Point where Elton John was married; peered over the Gap from where would-be suicides jump into the sea; strolled around Paddington — an old suburb crammed with zig-zagging Victorian terraces decorated with delicate east-iron known as "Sydney lace"; explored the "historic" Rocks area which began as a port in 1788; took a harbour cruise out past the full-sailed Opera House and under the Harbour Bridge; and watched the sunset from Point Piper, one of Australia's most expensive pieces of real estate.

It was then time to take a look at the Outback. We landed slap in the middle of the continent in The Alice, as Alice Springs is known, originally founded in 1870 as a staging point for the overland telegraph line lying on the Tropic of Capricorn. In the past 111 years its population has trebled to 25,000, changing from a frontier town to a

desert metropolis boasting a shopping mall, night-club, hairdresser, Sheraton Hotel (where we stayed) and two sets of traffic lights. Before the first set were installed two years ago, you could drive from Port Augusta in South Australia up to Darwin at The Top End without stopping.

One of the world's strangest events is held in The Alice every year: the Henley-on-Todd Regatta, when crews run against one another in a bottomless boat-race on a dry river bed. You aren't considered a local until you've seen the Todd River flow three times and some who've lived here for 10 years still don't qualify.

We saw The School of the Air in action; this has the largest classroom in the world, stretching from Western Australia to The Top End, giving daily lessons to children on cattle stations and Aboriginal reservations; its pupils meeting one another just once a year to play games. The Alice is also one of the 14 Royal Flying Doctor Service bases providing free medical services in remote areas and nobody is ever more than two hours away from help.

## Waterfalls, crocodiles and Sydney lace

# The best of Oz

ANGELA HUMPHERY

As dawn broke at Butcher's Hill homestead in Northern Queensland, the sky turned pink over the blue gums and, as a crowd gathered in the field below, footmen turned towards us, arms akimbo. Roosters, kangaroos are called there, have an insatiable curiosity and like to keep a potential enemy well within their sights.

Although there are some 12,000 miles between here and Australia (a strange journey with two nights squeezed into the space of 24 hours and just 20 minutes in Singapore), there's a familiar feel about it. They speak English (of a sort, surely); drive on the left; eat eggs and bacon for breakfast; have morning and afternoon tea-breaks and live in big Victorian houses called "Eastbourne" or "Kenya".

With Oz in the news in the past year — The America's Cup was filmed in Port Phillip, the *Durdee* sailed in the Kooragang National Park — and next year, 1988, they celebrate their bicentennial, we decided to go "winkabout", but in two weeks it was impossible to scratch the surface of the world's largest island, two-thirds the size of the US.

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EXTRA

At Wallara Ranch, where we were to spend the night, we tossed down a few "tinies" (tins of beer), and drove out in King's Canyon, climbing up to the rim of the most spectacular gorge in the Northern Territory.

Next morning the gabled Mount Olga and Ayers Rock loomed out of the heat haze and we arrived at Yulara Resort ("ulam" means "place where the dingos howl at night" and it was here that little Azaria Chamberlain was supposedly snatched from her parents' tent by a dingo) and checked in at the Sheraton, a mud-red mélange of adobe and high-tech set in the Red Desert and shaded by a set of white sails.

It is just 20km from Yulara to Uluru (the Aboriginal name for Ayers Rock, considered to be a sacred site), a vast red monolith with a five-mile girth, rising 348 metres out of the Red Desert, which has become a mystical magnet for Australians and foreign tourists alike. At sunrise and sunset the colours of the rock seem to dissolve and change as you watch.

From The Alice we flew north-east to Cairns in Northern Queensland which is like stepping into a sauna after the dry heat of the red centre. We took a day-trip out to Green Island, a coral cay, and then on to the Outer Barrier Reef for rides in a glass-bottom boat and a sub-sea vessel gliding through the staghorn coral where rainbow coloured fish, the size of soup plates, slid past the glass windows and indigo starfish littered the sea bed.

After breakfasting on Queensland's tropical fruits, we set off in a four-wheel drive vehicle for a three-day trip up the coast to Cooktown, heading north through the canefields to the sugar town of Mossman and then turning down a dirt road to the Daintree River. There, beside the BEWARE OF CROCODILES sign, a cable ferry crosses the river to the start of the Cape Tribulation road.

At Cape Tribulation we met Willem Rykers, a 56-year-old Dutchman who has lived in the rainforest for the past 26 years with his mother, now 88. He built his own house, lives on nuts and berries and left-ner sandwiches from tourists and has never been ill in his life. But it was really his mode of dress, and I do mean dress, which attracted our attention. He reminded me of Arthur Lucan playing Old Mother Riley as he strode across the beach in pinstripes, socks and a green dress, clutching an old flight-bag on one arm, his long white hair tied into a ponytail. He handed us his typewritten thoughts on AIDS, nihilism and homosexuality.

On our way into Cooktown, we stopped for a drop of the amber nectar at the Lion's Den Hotel, an old pub with ceiling fans, bottled snakes on the piano and bush-hatted locals around the bar.

Cooktown was Australia's first British settlement, where Captain Cook ran HMS Endeavour aground on the coral reef in 1770. It later became an unruly goldrush centre for the Palmer River rush and its population soared to 30,000 (today there are less than 1,000) with three mile long Charlotte Street, having no less than 94 hotels. Today the old building now housing the Westpac Bank still has the original mahogany counter and under a glass case are the original scales for weighing the gold.

From Cooktown we drove inland for our return journey to Cairns, arriving in the early evening at Butcher's Hill homestead at Lakeland Downs. We strolled down a lush and leafy lane to a waterhole, the sunlit by a giant baobab tree, the sunlight dappling the pool below through the leaves. We slid into the warm water, showering under the waterfall, in what must surely be one of the world's most beautiful settings.

At dawn we woke to the sound of a frog in the shower and a kookaburra in a nearby tree. As we drove off back south, those roost still watching us, I could swear one of them waved.

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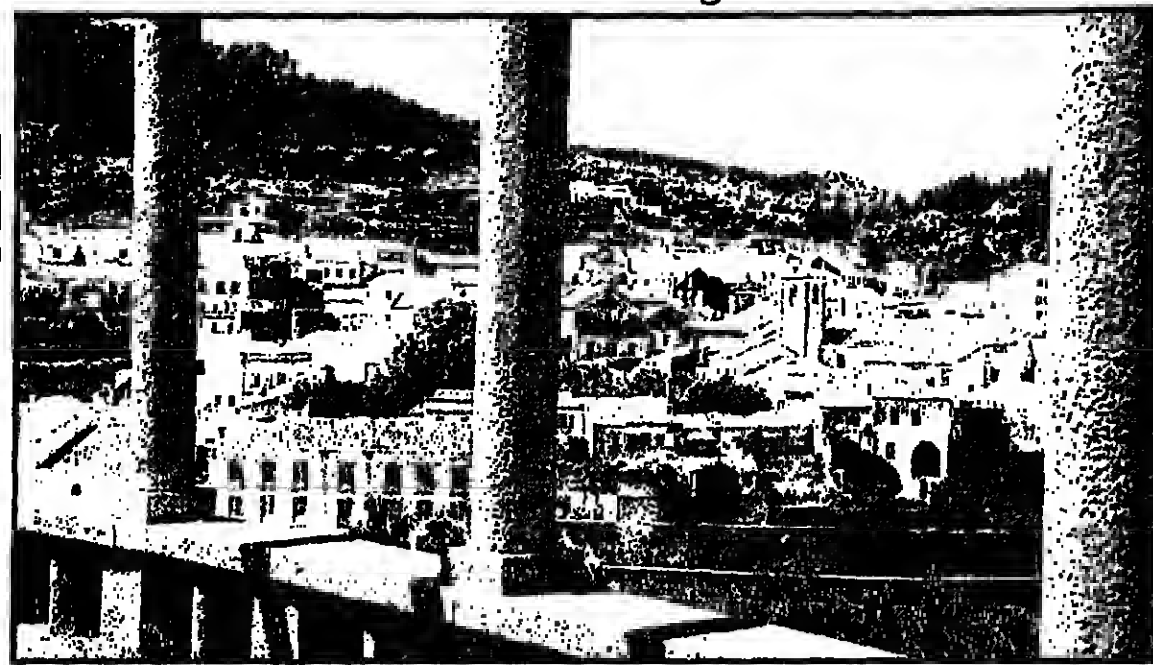
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EXTRA

## A villa on the Algarve



Overlooking the town of Monchique

## Local flavours

GILLIAN THOMAS

A red carnation was handed to me - and every other female visitor - as I arrived at Faro airport. However this charming gesture was not an old Portuguese custom, but an introduction to the modern phenomenon of timeshare. With it came an invitation to spend a day amid the "wonderful pleasures" of the Four Seasons Country Club - tennis, golf, health club, jacuzzi and all. I had no hesitation in accepting the offer.

Indeed during our family holiday in a secluded villa on the edge of the old fishing village of Carvoeiro, we managed to escape most aspects of the tourist property boom which is creeping remorselessly over the Algarve. One needs to hurry there to enjoy its glorious variety of clean sandy beaches and glimpses of traditional rural Portuguese life. Soon only the sea and sunshine seem likely to remain unscarred.

With three teenage children, the combination of self-catering, superb weather and a choice of activities could not have worked better. Having our own good-sized pool at the villa, we had to fight the temptation not to move from the sun terrace and garden which

were both adorned with vibrant purple bougainvillea and trailing pink geraniums in giant terracotta pots.

For something more strenuous in the cool of the early morning or evening, we were within five minutes' walk of tennis courts (from £2.50 an hour to double that a little farther away at the smart new David Lloyd centre). There was also riding (£12 an hour) a mile away at Casa Pegasus.

With a car, Carvoeiro provided to be a good base, being situated on the south coast, 35 miles west of the airport at Faro and about 40 from the West Coast.

Whimsical was high on the children's list of priorities and we were fortunate to be only eight miles from Ferragudo, one of the Algarve's best watersports centres. Its long, unenclosed beach, Praia Grande, backed by dunes, is at the end of an estuary sheltered by breakwaters. Lessons by the hour (£10) or longer sailing courses (best booked in advance) were available, as well as board hire (£5 per hour).

Carvoeiro itself retains a local flavour. On its small beach between cliffs, a handful of small fishing boats rest on a patch of sand backed by market stalls and café-bars. Gleaming white villas and apartments, often with pools, are scattered over the hills on either side. Most are in traditional Moorish style with arched doorways and intricate chimney pots. Some are pleasantly secluded among the lush foliage of almond, orange and olive trees, while others are less picturesquely concentrated in new complexes.

Our villa was about a mile back from the sea. It had the privacy of a large garden where oranges and lemons were ripening. There was a spacious open-plan lounge, indoor and open-air dining areas, a large modern kitchen and three double bedrooms, each with tiled bathroom. Owned by a Jersey financier and rented through Meon Villas, it was elegantly furnished and came with a daily maid.

For simply strolling on the beach, we had a choice of several small sandy coves close to Carvoeiro. Despite being tucked away down steps at the bottom of spectacular cliffs and often rather difficult to find without a map,

they were always fairly crowded. Typical was Praia da Marinha where the children were able to swim round to a tiny deserted cove. They also hired pedaloes and enjoyed exploring the curious rock formations and caves. Being July, beach umbrellas and plenty of sun-tan cream were essential, but it was never humid and the sea was positively cool.

Except for the beaches, the flat south coast is unremarkable scenically. However, the Monchique hills are within an hour's drive inland. From their highest point at Foia (over 3,000 feet), there is a spectacular panorama to the south and west coasts. We drove there one balmy evening, climbing through the vineyards north of Lagoa and then past orange groves and orchards of peaches, almonds and figs. Finally the road twisted up through woodlands of arbutus, walnut, cherry and mimosa.

A short detour leads through to the little town of Caldas de Monchique. It has elegant but faded hotels where Europe's aristocracy once came to take the waters. Local people still fill their hutches at taps attached to gushing mineral springs, though commercially bottled water from its factory only cost 10p a litre at our local supermarket. Normal tap water tends to be undrinkable as it is unpleasantly chlorinated and saline.

Our "rep" had advised us to order a local speciality: chicken piri piri, on the way up to Campa, one of several small restaurants near the summit. Returning half an hour later, we ate at a long wooden table beside several jolly Portuguese families and enjoyed the breathtaking view, relaxed atmosphere and the tastiest chicken and chips I ever remember. The piri piri was nibbed with ground red chillies and charcoal grilled. For dessert we tried another local speciality, small marzipan cakes. The whole meal with wine cost only £3 a head.

Stunning international-style cuisine whenever we ate out, we never paid much more than this. Menus invariably featured local fish such as grilled sardines, swordfish and tuna or caldeira - fish stew. The most unusual restaurant we visited was the Boreana, half-way down the cliffs at Algar Seco on the eastern edge of Carvoeiro. Run by three generations of the Carneiro family, it is in an octagonal wooden hut nestled among remarkable rock formations.

We also had several barbecues in the villa. Shopping was easy as there was a small reasonably-priced supermarket nearby to supplement the generous basic provisions provided in our "Welcome pack". We were lucky too that our stay coincided with the large

monthly market at Sines, seven miles to the north. Once the ancient capital of the Algarve, it has an impressive fortress and Gothic cathedral. We spent a highly entertaining and profitable morning haggling for excellent quality shoes, tee-shirts and wooden utensils, all at about half British prices. Alongside, farmers were selling sheep and goats. Terracotta pottery also tempted us, both there and at the many roadside potteries. A shame it is so difficult to carry home!

A new waterpark, "Slide and Splash", provided an entertaining contrast to the beach. It has an amazing array of steep, twisting flumes slides (£5 inclusive entrance). The children also enjoyed several very late nights at Carvoeiro's Scubidu disco run by two Englishmen, though my husband and I preferred its quieter Tropical Bar upstairs.

Our most memorable trip was to the West Coast. After driving through busy Portimão north-west into lawny red farmland and remote hilly scrub, we found ourselves in a peaceful world where almost the only other traffic along the twisting lanes were high-wheeled pony-carts driven by bronzed farmers in black tilly hats. Herds of goats and cattle drank at wayside wells, and in the sleepy villages old women in black dresses crouched in the white cottage doorways.

Along the coast overlooking rolling Atlantic surf, the grassy headlands are wild and beautiful, untouched by any development. We spent hours at Praia do Amado on a blissfully deserted long sandy beach edged dramatically by rocks. The sea was far too rough for swimming, but jumping through the waves as they pounded the beach was wonderfully exhilarating.

We ended the day at the historic little port of Sagres on Europe's most south-westerly tip, for the 15th-century it was "world's end" for Portugal's bright young prince, Henry the Navigator. He summoned the best astronomers and cartographers to the area to pioneer navigational techniques.

All that remains from those times is part of a cliff-top fort (Francis Drake is said to have sought the rest of the town). Beyond its arched entrance, a bleak windy promontory provides breathtaking views over the sparkling blue sea to Cape St Vincent which is topped by Europe's most powerful lighthouse. Stumbling there, one still feels in the end of the world.

**Travel information**  
Two weeks' tour villa through Meon Villas costs from £627 to £662 each for five people, including flights from Gatwick and a self-drive car; Meon House, Portsmouth, Hants GU32 3JH; tel: 0730 6841.

## Brussels has much to interest the young visitor

## Belgium isn't boring

STEPHEN THOMAS

Lenin regarded Belgium as the quintessence of petit-bourgeois conformity: dull, uniform and unimaginative. Belgians have long been the butt of French humour and the country retains a persistently negative image which is bolstered by the fact that it has one of Europe's highest unemployment rates, its worst inflation and a crime clear-up rate of only 11 per cent, despite possessing the highest ratio of police per head of population in the EEC. Add to this a high concentration of heavy, dirty industry, which lends a dreariness and grime to many parts of the country, and the pejorative jibes seem justified.

All of this is unfortunate because Belgium is a culturally diverse, bilingual society with much to offer tourists and students of languages alike. It provides an alternative to France for the linguistic enrichment of those studying the French language as well as having a wealth of historical remains and monuments; Bruges, Ghent, Waterloo and the grim reminders of the Great War at Ypres and Passendale. But it is in Brussels that the attractions of the country are seen at their best and most varied. The more famous sights in the capital such as the Atomium, the gilded pabes of the Grand Place, the elegant arcades and civilized bistros (beer cafes), provide much to entice adult visitors. For the young, the city has other attractions.

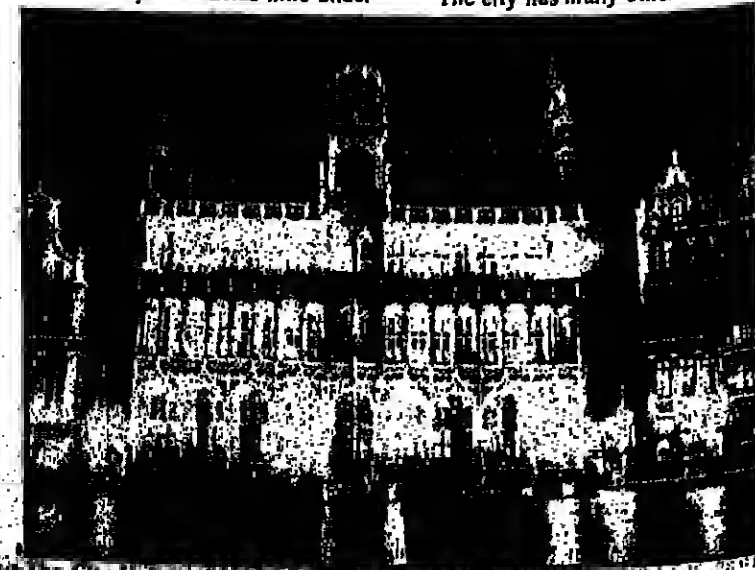
Brussels' importance as the focus for a variety of European bureaucracies, NATO and the EEC in particular,

provides an opportunity for political education. It is not possible to visit NATO headquarters in the north-east corner of the city near the airport, but conducted tours of the ugly Palais Berlaymont, which houses the headquarters of the EEC are available. (Metro: Schumann). Tours are by arrangement (tel: 235.11.11).

The unique and unusual public transport system also merits exploration. The city has a 26.25 mile under-

ground network, a combination of sleek, orange metro trains and an interlocking system of underground trams, the "pre-Metro", which pop above ground outside the central area and travel down the middle of the streets. A 24-hour "rover" ticket at just over £2 from the Tourist Office at 61 Rue du Marché-sous-Herbes, near to the Grand Place, is excellent value and makes "playing" with the system very cheap. The Brussels Urban Transport Museum at 364 Avenue de Tervuren is open on Saturdays and Sundays.

The city has many other attractions



The City Hall in the Grand Place, Brussels

EXTRA

Madeira: a sweet alternative  
Sea and style

DIANE SPENCER

THE QE2 was there to greet me in Funchal harbour. I sat on my balcony at Reids Hotel and watched her, lights ablaze against the backdrop of the myriad twisting hills. In the morning, but I had a week to explore this Atlantic island some 230 miles north of the Canaries. That night at Reids, the guests were entering up for the Chattanooga Quo Cho before a final blast of 1950s rock and roll. Those with enough energy and youth puffed their way back to their seats while the others signed bills, picked up their walking sticks and tattered off to bed. Madeira is that sort of place.

It is where the middle aged and elderly congregate. There are good reasons for this: its geography and climate restrict tourist building to the sea round Funchal, the capital, so hotels are in short supply; 12,000 beds compared with 300,000 in the Canaries and most are in four and five star hotels; there is almost no self catering because food is subsidized as the island imports three-quarters of its consumption, and there are virtually no beaches.

In other words, sea, scenery and style are there in abundance together with mild sunshine, but not the 16-30 combination of sun, sea, sand and sex.

Mass tourism really got going in 1964 when the airport was built. But records show it was used as a resting place for ships from the 1780s. Travellers came for the health-giving properties of the mild winters, temperate summers and pure air. In the heyday of steamers and cruise ships, Madeira was a favourite port, as it was for leisurely, luxurious, but brief era of flying boats.

Reids is a throwback to those times. Mr Reid, a Scotsman, acquired it as a small country house in the middle of the last century. If you can't afford its opulence (although compared with other hotels of its class elsewhere, it is excellent value) it is worth having afternoon tea on the terrace if only for the view. And listen to those accents, watch the faces: a Somerset Maugham novel come to life.

Visitors can recapture the old days by travelling up the steep hillside by bus or taxi to Monte, perched high above Funchal. Fifty years ago it could be done by funicular railway from the harbour. Passengers from the ships would take tea, view the church where the last Emperor of Austria was buried in 1922, and then whizz back to town down the slippery cobbled streets on basket-work sledges guided by strong men.

Pity about the railway; but the toboggan ride is not to be missed. Great fun. All Madeirans swear there has never been an accident; but they would, wouldn't they?

Camacha should be the next stop if you're fond of wickerwork, a product of the island. Here there is an Aladdin's cave of all kinds of artefacts fashioned in cane: all very reasonably priced, but how to carry that garden seat home?

Funchal is an attractive little town with shiny black and white mosaic pavements, jacaranda trees, churches, museums, municipal gardens, a market and good shopping. On a Sunday it is pleasant to sit in the Café Apolo near the cathedral and watch the world go by: friends meet, boys eye girls, assignments are made, deals are struck. Or eat out in one of the restaurants in the old town and get a free display of

folk dancing. But save some days for exploring the island which, despite its small size - 35 miles by 13 - takes some time. There is no such thing as a straight or a flat road and some villages are so isolated it is said that their inhabitants have never been to Funchal.

Just outside the capital is Camra de Lobos, a pretty fishing village which Winston Churchill used to point during his holidays spent at Reids. The tourist usually moves on to a headland, Cabo Girão, and is made to peep down a 1,900 feet drop into the Atlantic below. Best do this before lunch.

The weather is apt to change after leaving the hinterland of Funchal and heading for the volcanic mountains which rise about 6,000 feet. In June the clouds are so permanent atop the island that they are called "the helmet" by the locals. Thick, cold mist can greet the unwary and ill-equipped much lower down. Even the capital in its sheltered corner doesn't entirely escape, although showers pass quickly.

Ardent hikers (in the romantic sense too) can be accommodated in a rest house built by the Tourist Board near the summit of Pic Ruivo, the highest mountain. If they want to watch the sunrise, less energetic travellers can walk along the levadas, Madeira's ingenious irrigation channels built over centuries which snake round mountains and cliffs, wind through forests and meadows to bring precious spring water to crops and prevent it from gushing wastefully into the ocean.

One can marvel at the islanders' capacity for agricultural improvisation. When Madeira was discovered in 1418 by Zarco, a sailor in the service of Portugal's Prince Henry the Navigator, settlers set fire to the thickly forested land to clear it for growing crops. Legend has it that the fires lasted for five to seven years. The ash-rich soil was then planted with sugar cane from Sicily and vines from Cyprus as well as the more usual staple fare.

The cane is now turned into syrup and rum, but the grapes still produce that wonderful elixir, Madeira wine; a bottle of each of the four kinds should



be taken home. On his way to exile in St Helena, Napoleon anchored in the harbour and was presented with a barrel of Madeira by a somewhat forgiving British Consul.

On each patch of fertile earth visitors will see vines next to bananas, enabages, strawberries, sugar cane and potatoes precariously perched on the terraced slopes. Dotted around the landscape on the north side of the island are little houses with inverted V-shaped roofs; "one for the people, one for the cows", my guide explained. Cows, it has to be said, lead a rather unexciting life here. They can't be left to wander and only leave their shelters three times.

For a complete contrast to the flower-strewn mountains of the mainland, hop on a calanaran or a plane to the brown, dry and sparsely populated island of Porto Santo, 28 miles to the north east. Its chief attraction is a five and a half mile sandy beach; but it also boasts a handful of excellent fish restaurants, a few hotels, a mineral water spring and, unfortunately, a NATO base. However, if the hotel pool falls and the Casino ceases to excite, Porto Santo is the place for rest, recuperation and a sea bath. I fear that Madeirans might be in

danger of fouling their own nest. The tourist industry is vitally important to the economy, but if yet more hotels are built (another 600 beds are already scheduled) the flamboyant gardens of Funchal will all be covered in concrete. The 400 room five star Casino Park is friendly and efficient, but it must rank as one of architect Oscar Niemeyer's (he of Brasilia fame) more hideous creations. Please, no more on that scale.

That aside, Madeira is delightful. It is not too far away and in the same time zone. Nearly every month there is a festival or celebration. Keen horticulturalists should go in April for the flower festival, oenophiles for the recently inaugurated wine festival in the autumn.

**Travel information**  
Portuguese National Tourist Office, New Bond Street House, 1 New Bond Street, London W1 01-493 3873, has information about Madeira. Thirty-five tour operators organize holidays there so consult your travel agent.  
TAP, the Portuguese National Airline, flies from Heathrow daily, usually via Lisbon or Oporto. Prices are from £207 midweek in the peak season (July 10 to September 13) dropping to £189 after September 14.

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Inspection welcomed. TOTLAND BAY is the second of three bays to be lauded between the famous Needles and the busy sailing port of Yarmouth. It offers safe bathing from a sand and shingle beach. Polarity, glass making and other crafts are practised in the area. Close by are the rainbow cliffs and coloured sands of Alum Bay.

We can suggest places to visit e.g. Osborne House and many walks to be found in the vicinity either short distance coastal paths or on a long distance trail. It's a photographer's paradise especially at sunset on the famous Totland Tuff walk also for watching the shipping in the busy Solent.

For details apply: Vince and Janet Hersey (Resident Proprietors), Granville Hotel, Granville Road, Totland Bay, Isle of Wight PO39 0AZ or Telephone (0983) 752702

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# EXTRA

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EXTRA

# On horseback through Andalusia

## Spanish steps

CAROLINE CHAPMAN

**D**istance! Distance! It was a cry we knew well by the end of eight days trekking on horseback through the hills of Andalusia in southern Spain. It encapsulates the experience gained by the Marques de Llonellina Tahara (known to one and all as Antonio) during the 30 years he has been running Alondra Riding Parties.

If you are riding in a line of spirited horses along treacherous goat tracks it is vital to "keep your distance" from the horse in front. This avoids pile-ups or the stragglers panicking and launching into an unscrambled scramble to catch up. With two stallions in our party, the importance of "distance" becomes even more apparent. Donkeys they disdained, cows they ignored, but anything else which was furry and on four legs, never mind its size, triggered off a prancing, snorting dance of courtship. The stallion in the rear, ridden by my unfortunate cousin, took swift advantage of the occasion when we failed to keep our distance, and was through a gap in the line like a Welsh quarter-back and was mounting one of the mares in the flick of a tail; it was a good try, but then he had probably been planning it all day.

Antonio runs his considerable establishment from a medieval Moorish town which hugs an Andalusian hill like a cap of snow. The streets are so narrow and precipitous that, if driving, you find yourself praying that nothing is coming the other way, not even a cat. At the heart of this maze of erratic dwellings is a demure front door. When you pass through this you find yourself in a terraced garden on many levels, surrounded by an arc of jumbled red roofs, white walls and tile-terrace.

Lowest of all are the cocks of Alora. Seemingly possessed of the same macho tendencies as the stallions, they "declared" themselves throughout the day, starting well before dawn. The soft sounds emanate from the small herds of goats which patter through the streets, the music of their bells sounding oddly like water trickling down a drain.

The Greek stage is composed of many separate sets: arched doorways lead into cool interiors where the guests eat or sleep. One has the feeling that Antonio has gradually absorbed outlying houses into his orbit, adding a single room here and another terrace there, and all executed in excellent taste.

Most surprising of all, just below the swimming pool and out of sight of the garden, is a sandy arena surrounded by a half-moon of lounge chairs which accommodate up to 18 horses. To reach or leave this equine sanctuary it is necessary to scale or descend concrete streets, thoughtfully provided with ridges to prevent too many expensive broken legs, although hair-raising on a horse none the less.

On our first day we were introduced to what were to be our mounts for the next four days while we were on tour. Mine was a slender, dish-faced Arab of 16 hands with a muzzle as soft as the belly of a mouse and a disconcerting habit of skipping down hills. It seemed a long way into the saddle—but a much longer way down.

Our rides took us through an unexpectedly wide variety of country. Occasionally we would pass through the shadow of a high crag but the hills were mainly gentle and clad in anything from squares of olive trees, orange and lemon groves, to tiny fields of wheat and barley. Where it was too stony or remote to cultivate, the wild flowers held sway: bushes of big-eyed daisies, wild irises, pink, miniature sweet peas, and vetch convolvulus like radar scanners reaching for the sun.

Sometimes the path became too dangerous so we dismounted and led the horses on a long rein, pushing our way through scrubby clumps of camellia, rosemary and thyme. As the horse slithered along behind, breathing down your neck and lunging at passing delicacies, it was impossible not to speculate on whether you had ingratiated yourself sufficiently with the animal to prevent it from treading on you.

We had received little or no instructions on how to ride our horses, but Antonio led by example. He never moved in the saddle but sat erect, his hands quiet on the horse's neck. In Spain you ride with legs almost straight on a loose rein, but ready to catch the horse if required. No fearsome gripping of the knees is necessary. The horses are all well-schooled and provided you developed a rapport with the animal early on, they were easy to control, although never dull. On the first day, after a ride of four hours, mine still managed to shy at the main entrance of the town as we entered it. But from then on, I knew he disliked running water and discussed it with him sympathetically when we encountered one.

Antonio's organizational network is impressive. You ride for between three to five hours, which cannot help but be a bruising experience for untamed muscles, but from the moment your crippled legs hit the ground, all responsibility ceases. Your horse is led away—but to a particular order so that the stallions there are not a mare or each other—into one of the many stables he owns or loans around the country. One of these stables was



View from a horse riding expedition last from three to five hours each day, through an unexpectedly wide variety of country

vaulted and ancient and, to our astonishment, once our eyes had realized that we were in the middle of someone's house. The horses were led into dark stables on the right, but on our left was a table, chairs and two old ladies doing their knitting. Strategically placed in the centre was a television, and we went off to lunch, secure in the knowledge that our steeds would be able to unwind to the strains of "Dynasty" and the "Six o'clock News".

Once your horse has been stabled, you are ushered into your hotel to find that your baggage has been spirited there by car with the two young grooms. Then, slower, a short snooze followed by dinner well lubricated by a Rioja and possibly a complex discussion on world history and politics in a mixture of pidgin Spanish and English which is almost more exhausting than the ride. Antonio hugs life as an historian at Madrid University and has a wide range of very definite views on any subject you care to mention.

At the end of dinner you are issued with instructions for the next day: "Tomorrow morning, breakfast 8.30. Cases in the hall 9 o'clock. Riding 9.30. Four hours" (which usually means five but Antonio's psychology is subtle). Sure enough, everything happens exactly on time; every day is meticulously planned and this clear structure acts as a release, not a constraint.

One day, when there were only three of us riding, we followed in the slipstream of Antonio's expensive eude-cologne, our eyes fastened to his

straight back in its tailored shirt as he led us up into high meadows behind Alora. We zig-zagged along the frontiers between fields of wheat, barley and chick peas, larks trembling above and the countryside suspended in a deep siesta. We saw no one but the occasional tethered mule, too distant to disturb the equilibrium of the stallions. Poppies grow in wild profusion, suffusing the hillsides with their astonishing red and intermingling with the crops. No field is one colour, the iron in the soil turning them from a purple terracotta, through rich ochre to a chalky grey.

Riding home in the evening it is with a slink of delight that you hear your first nightingales. They sing in the little valleys, among the hazy smell of the orange groves, their sublime notes occasionally interrupted by the ridiculous squelching sound of frogs which we never saw.

Great care is taken to rest the horses and when there is a half day with no riding, Antonio has organized a trip to the medieval town of Ronda or, as on one occasion, to a horse fair. As you thread your way between the legs of delicious young colts, dip-backed mares, and foals of every shape and size, it is their gypsy owners who capture the attention. They seem to incorporate all the fire and swagger one expects of Spain. Whole families, all dressed to impress, stand about among the horse merchandise, a cluster of the family smothering under their clin and the gleam of the earrings of the women brushing their shoulders. Some, their eyes black and sardonic beneath wide sombreros, rode saddle stallions. They dress to a uniform of jean suits, as if high saddle with huge stirrups as though they had trained his black stallion to follow him, weaving among the crowd like a circus horse, controlled by whistles.

Between rides you return to Alora and sit on one of the terraces, relating to the lullaby of the town and watching the horses who all, with their paws on the balconies checking on their neighbours who, judging by appearances, are all closely related.

It is this sense of community—both animal and human—almost as much as the experience of riding beautiful horses through beautiful countryside, that brings balm to a fugitive London soul.

### Travel Information

Alondra Riding Parties, Alora, Málaga, Spain. Telephone including local call: 010 34 52 49 6889. There is an Englishwoman there who answers the telephone.

Prices in 1987 for 8 days, including all transfers, food, season: £4,000. For 14 days, season: £6,000. For 21 days, season: £8,000. For 28 days, season: £9,600. Low season: £3,000.

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Head: Mrs Cherry Street.  
Required from January 1988. The school is a voluntary aided school with a reputation for high standards of achievement. The school is currently seeking experienced teachers to join its staff in a variety of schools across the Authority.

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## Secondary Education

At an early stage in the LEA we are organizing along with the following:

**Business Studies**  
SIR JOHN CASS FOUNDATION & REDCOAT (SM)  
St John's Way, E1.  
Tel: 01-790 6717. Post 800.  
Head: Mrs M. J. Burroughs.  
Required from January 1988. The school is a voluntary aided school with a reputation for high standards of achievement. The school is currently seeking experienced teachers to join its staff in a variety of schools across the Authority.

**WALSINGHAM (SM)**  
Clapham Common, West Side, W14 9AW. Tel: 01-223 7373.  
Head: Mrs M. J. Burroughs.  
Required from January 1988. The school is a voluntary aided school with a reputation for high standards of achievement. The school is currently seeking experienced teachers to join its staff in a variety of schools across the Authority.

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## Modern Languages

At an early stage in the LEA we are organizing along with the following:

**Modern Languages**  
FULHAM CROSS (SG)  
Munster Road, SW6.  
Tel: 01-381 0861.  
Head: Mrs M. J. Burroughs.  
Required from January 1988. The school is a voluntary aided school with a reputation for high standards of achievement. The school is currently seeking experienced teachers to join its staff in a variety of schools across the Authority.

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**Modern Languages**  
FULHAM CROSS (SG)  
Munster Road, SW6.  
Tel: 01-3































## SECONDARY SCIENCE

## continued

**BERKSHIRE**  
**ROYAL COUNTY OF BERKSHIRE**  
 Education Department  
 11-18 Boys Comprehensive  
 Required for January 1988  
 Teacher of Science (Main Scale) to teach in the laboratory of combined science courses through the year and ability range to D.C.S.E. level.  
 Further details and an application form may be obtained from the Headteacher.  
 Closing date: 5th October 1987.  
 An Equal Opportunity Employer. 1215191 134822

## BIRMINGHAM CITY COUNCIL

## EDUCATION DEPARTMENT

## Secondary

## MAIN SCALE 1 S.P.S.

## Status: Main Scale

## BRADWAY SCHOOL

## The Brumley School

## 120 30P

## Tel: 01-256 9444

## For further details please contact the Head Teacher.

## Closing date: 5th October 1987.

## The City Council welcomes applications from all sections of the community.

## Irrespective of race, colour, religion, sex, age or disability.

## 11-18 Boys Comprehensive

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## ROYAL COUNTY OF BERKSHIRE

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## SOCIAL EDUCATION CENTRE 215 Lisson Grove, London NW8 8LF

### Teacher/Instructors (3)

£9,054-£10,446 pa inc

If you have experience working with, and a commitment to, people with a mental handicap you may be interested in one of these positions we have available at the Main Centre. The Main Centre provides a comprehensive range of educational programmes in line with progressive trends of thinking. Although the following positions show a major area of responsibility all Teacher/Instructors take a range of subjects.

### Sports/Recreation

Our sports programme includes a wide range of aims, from community integration and basic skills learning to open competition. Within these endeavours we have taken part in most National and London Borough sports competitions organised by the U.K.S.A.P.M.H. and last year took part in the Mini-Olympics.

You will be responsible for co-ordinating this work, devising learning programmes and coaching sports teams. Therefore you will need to be able to break sports skills into their basic components and have a great deal of patience to teach slow learners. Part of your role will be to teach independent living skills including shopping, cooking, cleaning, self-care and using the community.

**QUALIFICATIONS:** Teaching, with majors in Special Education and Sports/Recreation; Youth and Community Work, or any other appropriate qualification. Please quote Ref SS/147.

### Music/Drama Performance

The Centre has established a range of opportunities for students to take part in Music, Drama and Movement Therapy. These include therapy sessions, learning to play musical instruments and theatre performance. Until recently we had our own Music Therapist, and have run joint projects with private Music Therapists. Colleges, a Menpower Services Project and have a range of sessions in L.E.A. tutors. We are currently researching the economic viability of establishing our own theatre company.

The successful applicant will be a creative, highly innovative individual, full of energy. You may also be asked to run some basic education classes and activity classes for people with multiple handicaps.

**QUALIFICATIONS:** Teaching with a major in Music; Music Therapy or Drama Therapy. Please quote Ref SS/148.

### Autism

(One Year Contract)

Currently the Centre has seven autistic students with referrals for two more young autistic people. Our aim is to integrate these students to the whole student body as much as possible, with the inclusion of small group or 1:1 work when necessary. The position is for one year to cover a staff member who is completing a secondment to a C.S.S. course.

The successful applicant will have experience of applied behaviour analysis and, if possible, working with people who have autistic features. You may also be asked to take independent living or social skills learning groups.

**QUALIFICATIONS:** Teaching with a major in special education; any other appropriate qualification. Please quote Ref SS/149.

Experience in working with people with a mental handicap would be an advantage for each of these positions.

For further information contact David Smith, Principal, on 798 1501.

For an application form please telephone 01-834 5958 (24 hour answering service) or call at the One Stop Services floor at City Hall, Westminster City Council, Victoria Street, London SW1 or One Stop Services at 313 Herrow Road, W8. Please quote appropriate reference. Closing date: 9th October 1987.

City of Westminster

An equal opportunity employer

Wiltshire  
AN EQUAL OPPORTUNITY EMPLOYER

### REQUIRED FOR JANUARY 1988 A MAIN GRADE TEACHER for pupils with adjustment difficulties

An experienced and well qualified teacher is required to develop support work for pupils with behavioural difficulties. This is a permanent appointment to the authority but the postholder would initially be based in Corsham Comprehensive School (11-18, N.O.R. 1,000) to work in conjunction with staff at the school. Those interested in this challenging and demanding post should find opportunities to develop knowledge and skills in a field of education which is of growing local interest and importance. Further details and application forms are available from the Chief Education Officer, Wiltshire County Council, County Hall, Bythesea Road, Trowbridge, Wiltshire (Ref. ST/T/GM).

Completed forms and a letter of application should be returned by the 7th October 1987.

AN EQUAL OPPORTUNITY EMPLOYER

### HESLEY GROUP OF SCHOOLS

### Southlands School Vicars Hill, Boldre, Lymington, Hants, SO41 5QB

We require a qualified teacher who can offer expertise in at least one subject whilst able and willing to teach others. To commence in January 1988 at this D.E.S. listed school for 72 boys with emotional, behavioural and social problems aged 12-16 years. The post is permanent and salary is according to main professional grade plus allowance B (£1,002), plus additional duties allowance currently £2,948 per annum for 16 hours per week average. Temporary accommodation is available.

Further details and application form available from The Secretary at the above address. Telephone (0990) 76350.

### SPECIAL EDUCATION

(continued)

#### KNOWSLEY

TEACHER/INSTRUCTOR (3) posts in the Main Centre. The Main Centre provides a comprehensive range of educational programmes in line with progressive trends of thinking. Although the following positions show a major area of responsibility all Teacher/Instructors take a range of subjects.

#### SERVICE FOR HEARING

The service for hearing impaired pupils is a specialist service for pupils with hearing impairment. The service is provided by a team of specialist teachers and support staff.

#### CAITRIDGE RESIDENTIAL

CAITRIDGE RESIDENTIAL is a residential school for pupils with emotional, behavioural and social problems. The school is located in Cairn Lodge, Cairn Road, Cairn, Cairn, Cairn.

#### REDEBRIDGE

REDEBRIDGE is a residential school for pupils with emotional, behavioural and social problems. The school is located in Redbridge, Redbridge, Redbridge.

#### UPON THAMES

UPON THAMES is a residential school for pupils with emotional, behavioural and social problems. The school is located in Upon Thames, Upon Thames, Upon Thames.

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## INDEX

**SURVEY**  
**COLLEGEWOOD BOYS'**  
 SUNDAY  
 Sunfield Road, Wellington.  
 Sunday Independent (Division of  
 100 boys aged 4-11)  
 Survey required as soon as  
 possible (for clubs of 5 votes  
 each).  
 Survey Booklet  
 (available with Government  
 Superannuation).  
 Survey form with (all C.V.  
 in the Head Master. 295624)

**SURVEY**  
 Required for year starting 1987  
 Full-time qualified Class  
 Teacher for 6 - 5 year  
 National pay scale and Gov-  
 ernment Superannuation.  
 Survey in writing on enclosed  
 C.V. and the name of two

**SURREY**  
**WATSON'S SCHOOL FOR GIRLS**  
 5400 West 53rd Avenue, an independent school founded in 1916 for 500 girls, has received a substantial recent increase in tuition fees. The school is a non-profit organization. To commence in January.

**TEACHERS**  
 Enthusiastic Qualified Teacher for nur expanding program. The school has 7-8 weeks of vacation. To commence in January.

**PLACEMENTS**  
 Please apply in writing with C. and T. to: Mrs. J. A. P. H., c/o Mrs. Judith A. Osborne, Redmonds, or David's School, 10000 130th Avenue, Richmond, TW15 3DZ, 121817 or 485624

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pool, 63 Ennismore Gar-  
NH; telephone: 01-585

addresses of three referees to The Headmaster, The Hemphill School, 63 Ennismore Gardens, London, SW7 1NH; telephone: 01-585 3297.



# APPOINTMENTS IN SCOTLAND

## COMMUNITY BASED EDUCATION SUPPORT PROJECT, CENTRAL REGION, SCOTLAND

### PRINCIPAL

STSM Scale 1 - £243 S.S.A.,  
£860 Maladjusted Allowance, £1,791 Heads R.A.

A NEW INITIATIVE COMBINING EDUCATION  
AND SOCIAL WORK  
Barnardo's, in co-operation with Central Region  
Education Department, are seeking a Principal for  
this new Project for 19 children aged 7-13 years  
who have major educational and family difficulties.

The Project, intended as an alternative to long  
term residential schooling, will comprise day  
education, family work and residential care and  
will provide an integrated approach working in  
partnership with children's families, existing  
schools and other professionals.

A multi-disciplinary staff team incorporating edu-  
cation, child care and family work will have the  
united task of re-integrating the children into nor-  
mal schooling and sustaining them in their own  
families.

The innovative nature of this Project has  
attracted considerable attention hoping that its  
work will lead to new knowledge and creative  
thinking concerning future provision and prac-  
tice. To this and the Project will be subject to a  
careful evaluation of its impact and effectiveness.

This important post offers a considerable chal-  
lenge to the successful applicant and we invite  
applications from those who:

- are teaching qualified, eligible for GTC regis-  
tration
- have significant and relevant management  
experience
- have the energy, flair and drive to establish the  
Project
- possess personal qualities of leadership, vision  
and commitment.

Barnardo's is a Christian Child Care organisation  
and offers conditions of service broadly in line  
with Local Authorities. Applications for posts are  
welcomed from persons irrespective of disability,  
marital status, sex or race. Transferable Pension.

Applications and enquiries to: Mr Hugh R. Mac-  
Kintosh, Senior Assistant Divisional Director,  
Scottish Division, 235 Corstorphine Road, Edin-  
burgh EH12 7AR. Tel: 031 334 9893.

CLOSING DATE: 9th October, 1987.



## Comhairle nan Eilean Western Isles Islands Council Science Teacher

For Sir E Scott School, Tarbert, Isle of Harris, a four-  
year secondary with a pupil roll of 130, to carry out  
full teaching duties in Integrated science in S1 and  
S2 and Standard Grade Science, with physics up to  
'O' grade. The appointment is for a 2-year period  
during the secondment of the permanent post holder.  
Applicants must be registered with the General  
Teaching Council (Scotland).

Further information from Donald Stewart, Assistant  
Director (Secondary). Tel: (0851) 3773 Ext 435.

Salary in accordance with current regulations plus  
Islands Allowance £806.

Application forms and job descriptions from the  
Department of Administration (Personnel), Council  
Offices, Sandwick Road, Stornoway, Isle of Lewis,  
Tel: (0851) 3773 Ext 228.

Closing date for applications Friday 9 October,  
1987.



## Tayside Regional Council

Education Department

### AREA EDUCATION OFFICER - DUNDEE

£19,398-£20,925  
(£19,908-£21,474 with effect from 1/2/88)  
(Ref. 320/87)

Location: Area Office, Nethergate Centre,  
Dundee.

If you can demonstrate initiative and enterprise, a challenging and rewarding  
opportunity exists as an Area Education Officer.

As the senior local representative of the Director of Education within the  
Dundee Area you will have a wide and varied range of responsibilities relating  
to the provision of primary and secondary education, the management of  
schools (including staffing) and liaison with school councils, parents and  
other bodies concerned with school education.

You will work in close co-operation with the Regional Education Directorate  
and be responsible for the Area Office team.

You will have extensive educational experience, preferably at a promoted  
level, and management experience within an education authority.

A job description, including further particulars, is available.

In addition to considerable career opportunities, Tayside offers a wealth of  
leisure opportunities. There is a choice of country, coast and city life styles  
where very high standards of education and housing ensure Tayside's own  
natural attraction.

Application forms should be received no later than first post Monday 12th  
October 1987.

Application forms for the above posts are available from and returnable to the  
Director of Manpower Services, 63 Commercial Street, Dundee DD1 2AF -  
telephone Dundee 23281, Ext. 2881. Answering device 8.45 am-4.00 pm.  
Monday to Friday.

Removal and relocation expenses are available in certain circumstances for  
staff appointments.

TAYSIDE REGIONAL COUNCIL IS AN  
EQUAL OPPORTUNITIES EMPLOYER

The aim of the Council's Equal Opportunities policy is to ensure that no job  
applicant or employee receives less favourable treatment on the grounds of  
sex, marital status, race, colour, nationality, ethnic or national origin, religion,  
or disability, or is disadvantaged by conditions or requirements which cannot  
be shown to be justified.

50482



## Tayside Regional Council

EDUCATION DEPARTMENT

### ADVISER IN LEARNING SUPPORT

Salary £21,003 (from 1.10.87)

Applications are invited from registered teachers who  
have substantial teaching experience and who hold the  
Diploma in Learning Difficulties (Primary or Secondary).

Application forms and full details of the above post are  
available from the Director of Education (Staffing  
Section), Floor 8, Tayside House, 28 Crichton Street, Dundee  
DD1 3RJ to whom completed application forms should be  
returned not later than MONDAY, 12 OCTOBER 1987.

TAYSIDE REGIONAL COUNCIL IS AN  
EQUAL OPPORTUNITIES EMPLOYER

50481



OXFORDSHIRE

## DENMAN COLLEGE (National Federation of Women's Institutes)

### DEPUTY PRINCIPAL/ DIRECTOR OF STUDIES

Salary Scale £11,500-£15,500

The person appointed will be responsible to the Principal  
for the organisation and administration of courses at this  
short-stay residential college for continuing education  
and will participate in all aspects of the management of the  
College.

Denman College is run under the auspices of the National  
Federation of Women's Institutes and is attended by some  
4,000 students annually. The College is set in a beautiful  
parkland and is less than 9 miles from the City of Oxford.

Candidates will be expected to demonstrate proven  
experience in adult or further education. Good inter-  
personal and administrative skills and a sound knowledge of  
management principles essential. The post is residential  
and the appointee will be expected to take part in the com-  
munity life of the College which will involve some unacclimatised  
hours. Previous residential experience an advantage.

Further details and application form available from:  
Personnel Department, National Federation of Women's  
Institutes, 39 Euston Street, London SW1W 9NT. Tel:  
01-700 7212.

Closing date for completed applications: 16 October 1987.

50480

## VICE PRINCIPAL Hounslow Borough College

Group 6 (Maximum of Scale)

Salary currently under review

An energetic and experienced educator is  
sought as Vice-Principal of this well estab-  
lished and resourced college, now entering a  
new and exciting period of change. The per-  
son appointed will have both sound adminis-  
trative ability and an enthusiasm for innova-  
tive and entrepreneurial development.

Application forms and further details from  
The Staffing Officer, Hounslow Borough Col-  
lege, London Road, Isleworth, Middx. TW7  
4HS.

Telephone: 01-588 0244 Ext. 235.

Closing date 12 October.

50480

AN EQUAL OPPORTUNITY EMPLOYER

## Dudley College of Technology

Applications are invited from candidates with  
vision, energy and commitment for the following  
posts from 1st January 1988 or as soon as possible  
thereafter:

### Head of Art, Design & Community Education

(Burnham FE Grade V, £18,174-£20,181)

Responsible for a wide range of  
courses in Art & Design, Glass Technology, Home  
Economics, Dress & Fashion, Hairdressing,  
Beauty Therapy & Community Education.

### Head of Humanities, Science & Mathematics

(Burnham FE Grade VI, £19,928-£21,938)

Responsible for a large programme of  
Science, Mathematics and Art subjects at GCSE,  
OCE A and AS levels by PT, PP and Open  
Learning (Flexistudy); specialised courses in the  
Sciences, Nursery Nursing, Pre-Nursing and  
Social Studies; Polytechnic Access and Further  
Education; Teachers' Certificate courses and a  
range of developing BTEC/C&G courses in  
Science, Leisure & Recreation.

Application forms and further details from The  
Principal, Dudley College of Technology, The  
Roadway, Dudley, West Midlands, DY1 1HS  
Tel: Dudley (0844) 53585, return by 7th  
October.

50480

Metropolitan Borough

## Colleges of Further and Tertiary Education

### Directors, Principals and Vice Principals

#### NORTHAMPTONSHIRE

NORTHAMPTON COLLEGE  
OF FURTHER EDUCATION

VICE-PRINCIPAL (GROUP 5)  
Available from 1st September 1988

Application forms and further details from: Principal,  
Northampton College of Further Education,  
St Gregory's Road, South  
Lana, South, Northampton  
NN3 3SF. Tel: (0547)  
65322. Closing date: 26th  
October 1987.

220016

## Heads of Department

### CLEVELAND COUNTY COUNCIL

An Equal Opportunities  
Employer

#### KIRBY COLLEGE OF FURTHER EDUCATION

Head of Department, Information,  
Middleborough, Cleveland

TEL: 0642 813706

POST OF SENIOR  
LECTURER

To be Divisional Head  
of the Department of  
Information Studies

Applications are invited  
for appointment to the  
above post on 1st  
1.1.88.

Application forms and  
further details are avail-  
able from the Principal at  
the above address or re-  
turned within fourteen  
days of the closing date  
of this advertisement.

Salary scale £14,550 -  
£15,351 - under review  
112519

220016

## Further Education Employer Liaison and Marketing Co-ordinator

(Salary Scale: R0, Special 2/3: £19,164 to £21,189 p.a.)

Staffordshire County Council wishes to develop  
the capability of its Further Education service in  
Employer Liaison and Marketing both at  
Authority and College level and so has created this  
new post. The person appointed will have graduate  
or equivalent qualifications and substantial  
experience of the Further Education service,  
liaison with employers and marketing. Good inter-  
personal and communication skills are vital to the  
establishment of good working relationships and  
effective implementation of change.

An essential car allowance is payable and  
assistance with removal expenses possible in  
certain circumstances.

Application forms and further details may be  
obtained from the Chief Education Officer, Staffing  
Non-Teaching Section, Tipping Street, Stafford  
ST16 2DH (please enclose s.e.c.).  
Closing date 9th October 1987.  
Trade Union Membership encouraged.

50480

## Staffordshire County Council

An equal opportunity employer

## WALTHAM FOREST COLLEGE FOR FURTHER AND HIGHER EDUCATION

### Heads of Departments

— from September 1987

School of Catering, Hotel Administration and Tourism

— Grade IV

The School has an excellent national and international reputa-  
tion and consistently wins medals and awards for student suc-  
cess. We are seeking a new Head of School with the ability and  
personality to foster this reputation and promote the School  
as a centre of excellence.

This is a re-advertisement and all previous applications will be  
considered.

Department of Business Administration — Grade VI

The work of the Department covers the full range of Secra-  
tariat, Accountancy, Banking and Management courses and is  
responsible for the administration of the Computer Centre  
and the Office Technology Unit.

\*\*\*\*\*

Applicants for both posts will be expected to have considera-  
ble experience in their own profession as well as experience in  
a senior post in further or higher education and appropriate  
professional and educational qualifications.

\*\*\*\*\*

### Lecturers Grade I/II in Catering & Business Administration

Lecturer Grade II —

Food Service/BTEC Organiser

Must be fully conversant with all aspects of Food Service and  
the organisation of BTEC courses in Hotel, Catering and  
Institutional aspects.

Lecturers Grade I

Retail Travel

Should have a wide knowledge of the subject and an interest  
in the development of the work in a progressive section of the  
department. Qualifications in Catering and II together with  
Airline Ticketing are desirable.

Food Preparation and Related Subjects

To teach Craft and BTEC students. First class trade experience  
is essential. This post is a temporary one year appointment in  
the first instance.

Management and Communication

Will be required to teach on a range of courses and participate  
in the further development of the short management courses  
in the department. Candidates should have relevant industrial  
experience. This post is a re-advertisement and previous can-  
didates will be considered.

For the above three posts teaching experience is desirable but  
not essential as training would be given.

Application forms and further details from the College Per-  
sonnel Services Officer, Waltham Forest College, Forest  
Road, London E17 4JB. Tel: 01-527 2311 Extn. 258.  
Closing date: 9th October 1987.

50480

Salary Scale Grade IV — £23,435-£22,436

Grade VI — £17,499-£16,369

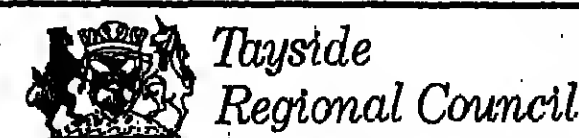
Lecturer II — £2,200-£14,461

Lecturer I — £7,858-£12,396

Includes according to age and experience (subject to review)

Waltham Forest is a multi-racial area and we are anxious to  
ensure this is reflected in our workforce. We welcome applica-  
tions from people regardless of race, colour, creed, ethnic or  
national origins, age, disability, marital status, sex or sexual  
orientation.

50480



## PRIMARY AND SECONDARY SCHOOLS IN ANGUS

Education Department  
(Angus Area)

### INSTRUMENTAL TEACHER/ INSTRUCTOR OF VIOLIN/VIOLA

Instructors — Salary Range £8,961 to £9,859

Teachers — Salary Range £9,061 to £12,800  
(from 1.10.87)

Applications are invited for the above full-time permanent post. The successful  
applicant will — in addition to day school duties — be required to undertake  
additional duties in respect of the Central Orchestra and Bands at the Music  
Centre in Forfar and an additional appointment will be paid for these duties. For  
an instructor, placement on scale Tech 1 (£8,961-£9,859) or Tech 2 (£9,860-  
£12,800) will depend on qualifications. Initial placement within the appropriate  
scale will depend on age and experience. For a teacher, the scale and  
placement will depend on qualifications, age and experience.

Applicants must hold a current driving licence.

Application forms are obtainable from Tayside Regional Council, Education  
Department (Staffing Section), Floor 8, Tayside House, Dundee, and should be  
returned not later than MONDAY, 16 OCTOBER 1987.

TAYSIDE REGIONAL COUNCIL IS AN  
EQUAL OPPORTUNITIES EMPLOYER

50480

## IS YOUR COLLEGE RUNNING A COMPUTING - RELATED COURSE?

If so, you will be interested to know that on 16th  
October 1987 the Times Educational Supplement is  
publishing a special Advertisement feature called:

### "COMPUTER COURSES AND TRAINING"

This will appear inside the scheduled Computers in  
Education extra.

To find out how you can tell our 500,000 readers  
more details about your particular course or training  
programme please telephone:

01-263 3000 ext 222

and ask to speak to:

SHIRLEY CHARLTON

50480

## JORDANHILL COLLEGE OF EDUCATION / GLASGOW

### COLLEGE SCHOOL PRINCIPAL TEACHER (MODERN LANGUAGES)

Applications are invited for the post of Princi-  
pal Teacher (Modern Languages) in the  
College School.

Salary: As salary requires to be assessed on  
an individual basis. It is not possible to  
indicate at this stage what the salary  
will be.

Application forms and further particulars are  
available from the PERSONNEL OFFICER, JOR-  
DANHILL COLLEGE OF EDUCATION, SOUTH-  
BRADY DRIVE, GLASGOW G13 1PP, tel: 041-959  
1232, ext. 300, to whom completed forms  
should be returned by Wednesday, 7th  
October, 1987.

Informal enquiries may be made to Mr. Cram,  
Head Teacher, Jordanhill College, Glasgow  
041-959 1897.

50480

## CYNGOR SIR DYFED COUNTY COUNCIL

## CEREDIGION COLLEGE OF FURTHER EDUCATION

Llanbadarn Campus  
Aberystwyth, Dyfed  
(Telephone 0870 4511)

### Required to commence duties on 1st January, 1988, or sooner if possible.

### HEAD OF DEPARTMENT OF AGRICULTURE AND SCIENCE

To accept responsibility for the day to day running of  
Agricultural Courses at Felinfach, and Science Courses at  
Aberystwyth.

The College is seeking a young, dynamic, well qualified  
graduate, preferably with extensive knowledge of Agricul-  
ture and Science Educational and industrial disciplines. In  
view of the area which it serves, and it being designated the  
Bilingual College for Dyfed, fluency in the Welsh Language  
would be invaluable.

Salary will be paid in the range for Head of Department  
Grade 2, currently £14136-£15833 (under review).

Further particulars and application forms may be obtained  
from the Principal of the College. Completed application  
forms should be returned as soon as possible to the Principal of the  
College not later than 9th October, 1987.

50480









Education Department  
DEPARTMENT OF BUSINESS  
AND PROFESSIONAL STUDIES  
NORTHBROOK COLLEGE,  
DESIGN & TECHNOLOGY

### Lecturer II/Senior Lecturer in Public Administration and Economics

Applications are invited from suitably qualified persons for the above post to commence 1 January 1988. The post will be based in the Department of Business and Professional Studies which offers a comprehensive range of full-time and part-time courses in Business Education, including a substantial AFE Programme. Applicants should be prepared to teach Public Administration and Economics on Advanced Further Education courses.

Salary in accordance with the Burnham FE Report within the range £8,685-£12,815-£15,973, starting point dependent upon qualifications and experience.

### Senior Lecturer in Accounting

Applications are invited from suitably qualified persons for the above post to commence 1 January 1988. The post will be based in the Accountancy Section of the Department which offers a comprehensive range of full-time and part-time accounting courses. Applicants should be prepared to teach accountancy subjects to final professional level and have an interest in and experience of the use of micro-computers in this field.

Salary in ACCORDANCE WITH THE BURNHAM FE Report within the range £12,815-£15,973 (under review), starting point dependent upon qualifications and experience.

Further particulars and application forms from the Personnel Officer, Northbrook College of Design & Technology, Broadwater Road, Worthing, West Sussex, BN14 9HJ on receipt of stamped, addressed foolscap envelope. Closing date 9th October 1987.

(50880)

**west sussex**

## COLLEGES OF FURTHER AND TERTIARY EDUCATION CONTINUED



North Cheshire College  
WARRINGTON

### DEPARTMENT OF BUSINESS STUDIES

Applications are invited for the following posts, available from 1 January 1988.

### SENIOR LECTURER IN BUSINESS STUDIES

To co-ordinate B/TEC National - First Awards.

### LECTURER II IN BUSINESS/SECRETARIAL STUDIES (two posts)

Application form and further details may be obtained from: (self-addressed envelope please) Personnel Administrative Officer North Cheshire College Padgate Campus Fearnhead WARRINGTON WA2 0DB Closing date: Friday, 9 October 1987.

(50871)

### WRITTLE AGRICULTURAL COLLEGE

Applications are invited for the following post:  
**SENIOR LECTURER**  
In Turf and Amenity Management  
Re-advertisement  
Salary Lecturer II - £13,152 - £15,609 (scale under review from 1 April 1987)  
(The grading of this post may be subject to review)

Post available from 1 January 1988

The person appointed will take responsibility for the teaching of turf and recreation surfaces management to full-time National Diploma and Higher National Diploma students and for the supervision of an 8 hectare sports field used in support of this teaching. It is also intended that the lecturing responsibilities will embrace certain aspects of Local Authority leisure management.

The post will particularly suit a graduate with some industrial experience of the maintenance of turf surfaces and of Local Authority work but those offering other qualifications and relevant experience are invited to apply. Writtle is a dynamic expanding National College with 550 full-time and 400 part-time students, offering two of the three HND courses in Horticulture available in England. Subject to approval it is intended to launch a Degree in Horticulture in 1988, in association with Hatfield Polytechnic.

Further details and application form, which should be returned within two weeks of the appearance of this advertisement from The Principal, Writtle Agricultural College, Chelmsford, Essex. CM1 3RR. Telephone: (0246) 420705.

(50402)



### COUNTY OF AVON

WESTON-SUPER-MARE COLLEGE  
OF FURTHER EDUCATION  
SCHOOL OF P.E. AND RECREATIONAL STUDIES

Required for January 1st, 1988:

### LECTURER I IN PHYSICAL EDUCATION AND MOVEMENT STUDIES

This is a fixed term full-time appointment to run from 1st January to 22nd May, 1988, inclusive.

The principle requirement of the post is to teach Physical Education to full- and part-time female students.

Further particulars and an application form from:

The Principal  
Weston-Super-Mare College of Further Education  
Knightstone Road  
Weston-Super-Mare  
Avon BS23 2AL.

Tel: 0934 21301.

Closing date for applications: Thursday, 8th October, 1987. Interview date: Thursday, 22nd October, 1987.

(50858)

### THE FURTHER EDUCATION STAFF COLLEGE

Invites applications from men and women for

### Staff Tutors

(salary £14,136 - £18,714 under review)

in

PERSONNEL MANAGEMENT AND  
INDUSTRIAL RELATIONS (ST1)

RESOURCE PLANNING AND CONTROL (ST2)

MARKETING/CURRICULUM MANAGEMENT  
(ST3)

To join an experienced and well qualified team which undertakes training, consultancy and research in the management and organisation of post-compulsory education.

Appointments may be made to permanent posts, or short-term contracts, or on secondment from present posts.

Further details about the College and the posts are available from The Registrar and Clerk to the Governors, Further Education Staff College, Blagdon, Bristol BS16 6RG (tel: 0781/62503) to whom applications should be returned by 9 October 1987. Please quote the reference number in title and correspondent.

Interviews will be held on 19/20 October 1987.

(50854)

## LECTURER GRADE II IN CARING SUBJECTS

GRANTHAM COLLEGE OF FURTHER EDUCATION,  
Stonebridge Road, Grantham Lincs.  
Telephone 0476 63141.

Required from 1st January 1988 a person to lead a large section of the General Education Department offering courses to BTEC First diploma in Care, PGSC and Pre-Nursing students.

Applicants should preferably be teacher trained/graduates with relevant professional experience.

Re-advertisement

Further particulars and application form may be obtained from the Principal and should be returned by 9th October 1987.



Lincolnshire  
County Council

### DE HAVILLAND COLLEGE

The Campus, Welwyn Garden City, Herts  
Department of Information Systems  
(Based at Elstree Way, Borehamwood)

### Lecturer II in Secretarial Skills

A qualified, experienced and enthusiastic skills tutor to act as Deputy Head of the Business Studies Section. Preferably experienced in FE with knowledge of some of the following courses:-

LCC Secretarial Studies Certificate, CPVE, TVEI and OTC

and offering the following subjects:-

Typewriting, Audio, Word Processing, Teeline Short-hand, Office Practice, Secretarial Procedures, Reception Duties.

Salary: £8,843-£13,856 per annum plus £308 "fringe" allowance.

Further details and application form may be obtained from The Principal, de Havilland College, The Campus, Welwyn Garden City, Herts AL8 6AH (telephone: 0707 326318 ext 21) to be returned by 9th October 1987.

(50404)

## Mid Glamorgan COUNTY COUNCIL

Education Department

Required as soon as possible:

BRIDGEND COLLEGE OF TECHNOLOGY

### 1. LECTURER 1 IN INFORMATION TECHNOLOGY

Applications are invited from persons with a degree or equivalent in Computing or a related subject area. Applicants will be required to teach COSOL and PAS-CAL to BTEC National Diploma level; should have experience on a wide range of application packages and industrial experience, preferably in a commercial environment. Teaching experience and/or the possession of a Certificate of Education would be an advantage.

The College has a large network and several computer rooms all equipped with IBM PCs.

SALARY: £8,843-£11,885 with eventual progression to £13,856 (under review)

### 2. LECTURER 1 IN PRODUCTION/MECHANICAL ENGINEERING

Applications are invited from suitably qualified and experienced persons for this post. The successful candidate will be required to teach a range of subjects up to BTEC National Diploma level.

Applicants should possess a minimum of an appropriate City and Guilds Full Technology Certificate or BTEC Higher National Certificate in Engineering. The ability to offer some computer based work would be an advantage.

The post requires a person who has a good proven practical background in an industrial environment and is prepared and able to support the College in industrial linked projects.

SALARY: £8,843-£11,885 with eventual progression to £13,856 (under review).

### 3. DEPARTMENT OF CARING AND COMMUNITY STUDIES

### LECTURER 1 - SOCIAL WORK SECTION

#### Re-advertisement

Lecturer 1 required to form part of a team providing qualifying and pre-qualifying social work training to a wide range of students.

Applicants must hold a qualification of the Council of Education and Training in Social Work (i.e. C.S.S., C.S.W., or equivalent) and additionally a relevant degree or other professional qualification would be a distinct advantage.

The successful applicant should have relevant experience in working with handicapped or elderly people, preferably in a residential or day care setting and will have proven ability in teaching and/or training. Previous applicants need not re-apply since their applications will automatically be re-considered.

SALARY: £8,843-£11,885 with eventual progression to £13,856 (under review)

Application forms to be returned by 8th October, 1987, obtainable on receipt of a stamped, addressed, foolscap envelope from the District Education Officer, Sunnyside, Bridgend, CF31 4AR, Tel. Bridgend (0856) 82111.

AN EQUAL OPPORTUNITIES EMPLOYER

E. ROBERTS  
DIRECTOR OF EDUCATION

(50475)

## COLLEGES OF FURTHER AND TERTIARY EDUCATION CONTINUED

## Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community

Unless otherwise stated the following are required for 1st January, 1988, and the closing date is October 9th, 1987. For further details from/returnable to the Principal at the college, or the District Education Officer where stated (SAE please).

### ACCRINGTON AND ROSENDALE COLLEGE

Sandy Lane, Accrington  
HEAD OF DEPARTMENT OF COMMUNICATIONS AND BUSINESS - HOD IV - This is a new post which follows an internal re-organisation. It represents an excellent opportunity for a candidate of energy, imagination and leadership talents. Further details and application forms from/returnable to the District Education Officer, Education Offices, Ewbank House, Cannon Street, Accrington. Tel: 0254 383824.

### LANCASTER AND MORECAMBE COLLEGE

Morescombe Road, Lancaster  
SPECIAL NEEDS - LECTURER II. Applicants should possess qualifications and experience in working in this rapidly expanding field.

### ACCRINGTON AND ROSENDALE COLLEGE

Sandy Lane, Accrington  
Required as soon as possible:  
PROFESSIONAL CARE SKILLS - LECTURER II. To teach professional care skills across the Department's range of Care Courses. Course tutor responsibilities for PCSC course. Further details and application forms from/returnable to the District Education Officer, Education Offices, Ewbank House, Cannon Street, Accrington. Tel: 0254 383824.

### RUNSHAW TERTIARY COLLEGE

Langdale Road, Leyland  
Required as soon as possible:  
HOTEL RECEPTION AND FOOD SERVICE - LECTURER I. Applicants must have appropriate professional qualifications and experience.

### RUNSHAW TERTIARY COLLEGE

Langdale Road, Leyland  
RETAIL AND DISTRIBUTION - LECTURER I. To teach on BTEC National CPVE and YTS courses in the Department of Business Studies.

### ACCRINGTON AND ROSENDALE COLLEGE

Sandy Lane, Accrington  
Required as soon as possible:  
ENGLISH AS A SECOND LANGUAGE - LECTURER I. To teach English at an advanced level to second language learners, develop curriculum and resources and supervise examination work in ESL. Further details and application forms from/returnable to the District Education Officer, Education Offices, Ewbank House, Cannon Street, Accrington. Tel: 0254 383824.

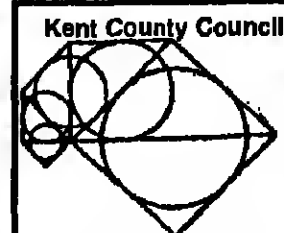
### ACCRINGTON AND ROSENDALE COLLEGE

Sandy Lane, Accrington  
Required as soon as possible:  
ELECTRICAL INSTALLATION (TEMPORARY) - LECTURER I. Required on a 12 month contract to teach on a variety of electrical courses in (i) Construction Industry Training Board - New Entrant Scheme and (ii) Day Release Electrical Installation - Craft Courses. Further details and application forms from/returnable to the District Education Officer, Education Offices, Ewbank House, Cannon Street, Accrington. Tel: 0254 383824.

### ACCRINGTON AND ROSENDALE COLLEGE

Sandy Lane, Accrington  
Required as soon as possible:  
MOTOR VEHICLE ENGINEERING COURSE FOR WOMEN (TEMPORARY) - LECTURER I. Required on a one year contract to develop full-time Motor Vehicle Engineering courses for women. As women are traditionally under-represented in this occupational area, applications from women with relevant experience in motor vehicle from women are particularly welcome. Further details and application forms from/returnable to the District Education Officer, Education Offices, Ewbank House, Cannon Street, Accrington. Tel: 0254 383824.

(50493)



## Mid-Kent College of Higher and Further Education

In association with the  
HOME OFFICE PRISON DEPARTMENT

### HM PRISON Maidstone SECOND DEPUTY EDUCATION OFFICER (Lecturer Grade II)

Applications are invited for the above mentioned post with effect from 1 January 1988.

The successful candidate will run a day-to-day programme of Day and Evening classes for a separate Wing of the Prison holding 100 inmates. Activities include Basic Education, Leisure Classes and some Higher Education (mainly Open University). Suitably qualified and experienced persons are invited to apply.

Salary scale £8,895 - £13,856

HM PRISON SWALESIDE - Sheppey  
HM Prison Swale-side is a new long term adult training prison situated on the Isle of Sheppey in Kent. The following two vacancies exist:

### EDUCATION OFFICER (HOD Grade II)

Applications are invited for this post from people with administrative and teaching experience, preferably in a penal establishment. The successful candidate will be expected to take up the post from 1 January 1988.

Salary scale £14,138 - £15,933

### DEPUTY EDUCATION OFFICER (Lecturer Grade II)

Applications are invited for the above post which would be suitable for a person with administrative and teaching experience, preferably in a penal establishment. The successful candidate will be expected to take up the post from 1 January 1988.

Salary scale £8,595 - £13,856

Further details and application form available from the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent tel 0634 44470 ext 212.

(50844)

### HERTFORDSHIRE COUNTY COUNCIL

Cassio College  
Langley Road  
Watford, Herts WD1 3RH

Required as soon as possible

Department of Adult Studies

### Lecturer Grade II (0.5) - English as a Second Language

Applications are invited for the above post. The successful candidate will be required to assist the Head of Section in the provision of ESL in the College's catchment area of S.W. Herts. Applicants are particularly welcomed from speakers of any of the major Asian languages, preferably Urdu/Punjabi.

Salary: Burnham FE scale, Lecturer II: £8,685-£13,856 plus £308 London Fringe Allowance (pro rata)

### Lecturer Grade II

to develop and administer Adult Basic Education in S.W. Hertfordshire

Salary: Burnham FE scale, Lecturer II: £8,685-£13,856 plus £308 London Fringe Allowance.

Closing date for applications for both posts is:

8th October 1987.

For further details and application form please write to the Principal at the above address. (SAE please).

(50807)

### HERTS COUNTY COUNCIL

Equal Opportunity Employer

ST ALBANS COLLEGE  
Department of General Studies

### LECTURER I in MATHEMATICS

Applications are invited from suitably qualified persons for the above post to commence on 1 January 1988 or as soon as possible thereafter.

The person appointed will be required to teach Mathematics up to GCE 'A' level standard.

Salary: £8,843 - £11,865/£13,856 (under review) plus £308 London Fringe Allowance.

Further details and application form from the Principal, St Albans College, 29 Hatfield Road, St Albans, Herts, AL1 3RJ.

Closing date for applications: 9 October 1987

(50844)

MID-CORNWALL COLLEGE OF FURTHER  
EDUCATION  
SALTASH CENTRE  
Church road, Saltash, Cornwall,  
PL12 4AE

### Lecturer Grade I in Computing

Salary Scale Lecturer I £6843 -  
£13,656 (under review)

To assist teaching on the BTEC National Diploma in Computer Studies. This is a new course for the Centre and is seen as an important development. Applicants will also be expected to teach general computing to students on a wide range of vocational courses, as well as A-level Computer Science. Applicants should preferably have recent industrial or commercial experience; teaching qualifications and experience are desirable.

Further information and application forms are available, upon receipt of a stamped, addressed envelope, from The Principal, Mid-Cornwall College of Further Education, Polara Road, St Austell, Cornwall, PL25 4BW.

Closing Date - 8th October 1987

(50824)



Tayside  
Regional Council

Education Department  
FURTHER EDUCATION

DUNDEE COLLEGE OF FURTHER EDUCATION,  
OLD GLAMIS ROAD, DUNDEE DD3 8LE  
(Telephone 0382 819021)

### LECTURER B IN WELDING/ FABRICATION

Salary £9,093-£13,398

Applications are invited from suitably qualified and experienced persons for the above post. The successful applicant will be primarily concerned with teaching all aspects of Welding to students following the undernoted courses:-  
National Certificate Modular Programmes in Welding and Fabrication.  
CGLI Advanced Craft Courses in Welding and Fabrication Engineering Appreciation Course.

Application forms and further details can be obtained from the Principal at the above address. Completed forms should be returned by FRIDAY, 9 OCTOBER, 1987.

TAYSIDE REGIONAL COUNCIL IS  
AN EQUAL OPPORTUNITIES EMPLOYER



## METROPOLITAN BOROUGH OF WOLVERHAMPTON

EDUCATION DEPARTMENT  
WOLFRUN COLLEGE  
OF FURTHER EDUCATION

Applications are invited for the following appointments, duties to commence 1 January 1988:

**LECTURER II in charge of FIRST AID**  
(Post No. 80)

**LECTURER II in charge of ACCESS Courses** (Post No. 40)

**LECTURER II in charge of HOME STUDY Courses** (Post No. 82)

**LECTURER I in OFFICE TECHNOLOGY**  
(Post No. 136)

The following appointments are available immediately:

**LECTURER I in ENGLISH** (Post No. 153)

**LECTURER I in SOCIOLOGY** (Post No. 83)

**LECTURER I in INFORMATION TECHNOLOGY** (Post No. 161)

**TEMPORARY LECTURER I in COMMUNICATIONS AND GENERAL STUDIES** (Post No. T/131)  
This post will terminate on 31 August, 1988.

**TEMPORARY LECTURER I in BUSINESS STUDIES** (Post No. T/122)  
To teach mainly on the BTEC National Certificate. This post will terminate on 30 June, 1988.

Salary in accordance with Barnham Technical Scale.

Forms of application and further particulars are obtainable by sending a stamped and addressed foolscap envelope to The Principal, Wulfrun College of Further Education, Paget Road, Wolverhampton WV5 0DU, to whom completed applications (quoting post number) must be returned no later than fourteen days after the appearance of this advertisement.

**WOLVERHAMPTON**  
the new center

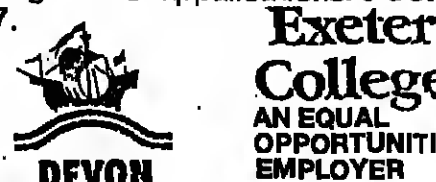
## College Counsellor

### Lecturer Grade I/II

Further particulars and application form from Vice Principal (Staffing), Hele Road, Exeter, Devon.

Please enclose SAE.

Closing date for applications: 9 October 1987.



## ABINGDON COLLEGE

Urgently required (from January 1988)

**L1 in Sports and Recreational Studies.**

A PE specialist with experience in or knowledge of the leisure based commercial world, to assist with new vocational Sports Studies and Leisure courses, and to contribute to community and recreational work in the College.

Salary Scale L1 £6,643-£11,865

Application forms and further details are available from the Principal's Secretary, Abingdon College of Further Education, Northcott Road, Abingdon, Oxon, OX14 1NN, and should be returned by Friday 2nd October.

Oxfordshire County Council - an equal opportunities employer.

## COLLEGE OF FURTHER &amp; TERTIARY EDUCATION

DEVELOPMENT  
continued

**DEVELOPMENT**  
The Principal's Secretary, Wulfrun College of Further Education, Paget Road, Wolverhampton WV5 0DU, to whom completed applications (quoting post number) must be returned no later than fourteen days after the appearance of this advertisement.

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## COLLEGE OF FURTHER &amp; TERTIARY EDUCATION

DEVELOPMENT  
continued

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## COLLEGE OF FURTHER &amp; TERTIARY EDUCATION

DEVELOPMENT  
continued

**DEVELOPMENT**  
The Principal's Secretary, Wulfrun College of Further Education, Paget Road, Wolverhampton WV5 0DU, to whom completed applications (quoting post number) must be returned no later than fourteen days after the appearance of this advertisement.

**LECTURER I in charge of FIRST AID**  
(Post No. 80)

**LECTURER II in charge of ACCESS Courses** (Post No. 40)

**LECTURER II in charge of HOME STUDY Courses** (Post No. 82)

**LECTURER I in OFFICE TECHNOLOGY**  
(Post No. 136)

The following appointments are available immediately:

**LECTURER I in ENGLISH** (Post No. 153)

**LECTURER I in SOCIOLOGY** (Post No. 83)

**LECTURER I in INFORMATION TECHNOLOGY** (Post No. 161)

**TEMPORARY LECTURER I in COMMUNICATIONS AND GENERAL STUDIES** (Post No. T/131)  
This post will terminate on 31 August, 1988.

**TEMPORARY LECTURER I in BUSINESS STUDIES** (Post No. T/122)  
To teach mainly on the BTEC National Certificate. This post will terminate on 30 June, 1988.

Salary in accordance with Barnham Technical Scale.

Forms of application and further particulars are obtainable by sending a stamped and addressed foolscap envelope to The Principal, Wulfrun College of Further Education, Paget Road, Wolverhampton WV5 0DU, to whom completed applications (quoting post number) must be returned no later than fourteen days after the appearance of this advertisement.

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# ADMINISTRATION L.E.A. CONTINUED

ARE YOU THE PERSON  
TO MANAGE OUR SCHOOLS?

## Chief Schools Officer

to £27,348  
(pay award pending) Ref. E3

- Second Tier, report to Director
- Manage Schools Division: 108 schools
- Budget £50m

We look for:

- Sound teaching experience
- Senior management experience
- Solid achievement in an Education Department
- Initiative and vision
- Leadership and enthusiasm

Chief Officer's salary and  
conditions

Removal/relocation package up to £4,000  
lodging allowance £75 per week

Car: Leased car: £85 per month  
Granada 2.0i Ghia, Carlton CD 2.0i

CAN YOU MEET  
A REAL CHALLENGE?

## Chief Inspector

to £27,348  
(pay award pending) Ref. E165

- Second Tier, report to Director
- Curriculum Leadership and Quality Control in Schools and Further Education
- Lead our Inspectorate and Advisory Service

We need someone with:

- real and proven ability
- professional and management skills
- experience and qualifications
- commitment and enthusiasm
- drive and leadership

If you think you are the person we are looking for telephone Gerald Grange, Director, on 01-464 3333 ext. 4567 for an informal discussion, or for further information and an application form contact Chief Personnel Officer, Bromley Civic Centre, Rochester Avenue, Bromley, BR1 3UH. Tel: 01-290 0324 (24 hour answering service). Closing date: October 16th 1987.



## Kent County Council Education Department Assistant Area Education Officer Welfare and Admissions (PO[M]) £15,136-£17,151

We require a person of proven managerial ability to play a major part in the management of the North Kent Area, which comprises approximately 200 Schools, Units and Centres. You will take charge of the Welfare and Admissions Section of the Area Office, which is divided into two sub-sections dealing respectively with Admissions to School, Assessments, Appeals, Awards and Transport, and Welfare and Special Education.

You should have graduate level qualifications and, ideally, but not necessarily, a background as a qualified teacher. Car ownership is essential for which appropriate mileage expenses are payable and you will be eligible for a car under the County's leasing scheme. Financial assistance is available towards the cost of removal and other related expenses, under the Authority's Disturbance Allowance Scheme. If you are interested in discussing this post, please telephone Michael Sayliss, Assistant Area Education Officer (Personnel) on Medway 0634 407800.

This is a re-advertisement - previous applicants need not re-apply. Further particulars and application form, returnable by 8 October, from: The Area Education Officer (ref: 2/DDM) North Kent Area Education Officer, Mountbatten House, 28 Millthorpe Road, Chatham, Kent ME4 4JE.



## EDUCATION DEPARTMENT CAREERS SERVICE CAREERS OFFICERS (2 POSTS)

(MAIN GRADE)  
CHELMSFORD CAREERS OFFICE  
POST NO. C0858  
SCALE 5 - £8,790-£9,654

Applicants, who will hold the Diploma in Careers Guidance or equivalent, will be required to carry out a full range of duties including vocational guidance of young people in schools, and counselling and guidance for the young unemployed.

Good progression prospects to senior posts.  
(EMPLOYMENT LIAISON)  
GRAYS CAREERS OFFICE  
POST NO. C0880  
SCALE 4 OR 5 OR 6 - £7,859-£8,559 OR  
£8,790-£9,854 OR £9,986-£10,647  
PLUS £225 OUTER FRINGE ALLOWANCE

The Careers Officer appointed will work with unemployed young people, helping them to find jobs or suitable training courses.

Candidates should be appropriately qualified and have suitable experience within the Careers Service.

Closing date for both posts: 8 October, 1987.  
Application forms and further details are available from (as a please) The County Education Officer (P), P.O. Box 47, Thredneedle House, Market Road, Chelmsford CM1 1LD (Tel: Chelmsford 492211 Ext. 30255).



## Careers Officer (Unemployment Specialist)

£9,528-£10,392 Inc

Through its team of two centrally funded specialist officers and 14 careers assistants, Bromley Careers Service has developed an excellent working relationship with the MSC, local Job Centres, managing agents and sponsors. YTS continues to be a popular option for many school leavers of a wide range of ability, as an area where full-time employment is still available to many.

Professionally qualified, you will be expected to cover the full range of work with the young unemployed including the promotion of YTS, review of progress and guidance into permanent employment or further training, as well as continuing the development of work with the longer-term unemployed. You will be expected to join the weekly duty rota serving the needs of Careers Centre callers of all levels of ability, status and age, therefore, a flexible approach to client needs is essential.

For further information and an application form please contact Chief Personnel Officer, Bromley Civic Centre, Rochester Avenue, Bromley, BR1 3UH, Tel: 01-290 0324 (24 hour answering service). Closing date 8.10.87.



ADMIN

L.E.A.

CONTINUED

## Advisory Teachers

These new posts in the authority's Advisory Service are to be filled from January 1988

### 1. Advisory Teacher for Primary Education Ref. AAN 28

The teacher will be based in the Divisional Education Office in Stevenage Old Town to serve the area of Stevenage, Hitchin, Letchworth, Baldock, Royston and several village schools. Responsibility is to the Area Adviser for Primary Education.

### 2. Advisory Teacher for Multicultural Education Ref. AAN 27

The teacher will be based in Bushey, and will operate throughout the County to support the development of multicultural education and provide support for the education of pupils from ethnic minorities. A particular aspect of the work will be to monitor the use of Section 11 funding. Responsibility is to the County Adviser for Multicultural Education.

### 3. Advisory Teacher for English Ref. AAN 28

The location of the teacher has not yet been decided, but it is likely to be in Hemel Hempstead or Hertford. Responsibility is to the County Adviser for English. Responsibilities include assisting County Advisers in the development and implementation of curricular policies, contributing to INBET, working with teachers in their classrooms, and visiting schools to give advice and practical help.

Salary: Main salary scale + allowance D (£3,000) + for Posts 2 and 3 a fringe allowance of £309.

Essential car user allowance is paid.

A generous re-location package is available.

Please apply by 7 October, quoting the appropriate reference number, to the County Education Officer, County Hall, Hertford SG13 8DF, from whom an application form and further details may be obtained.

(50585)



## Assistant County Education Officer (Information Systems and Administration)

£23,454-£25,395

County Hall, Kingston upon Thames

Surrey is well advanced with the use of information systems, and is looking for a senior manager who will carry out responsibility for the promotion, development and support of information systems throughout the Department, in Schools and Colleges, and for Office Services and Administration generally.

Applicants should be graduates or equivalent, have appropriate experience of information systems and their use and, preferably, be able to offer experience in Local Education Authority Administration.

A comprehensive remuneration package includes generous relocation and car leasing schemes.

Application form and further details available from Head of Personnel Services, County Hall, Kingston upon Thames, Surrey KT1 2DN, Tel: 01-541 8789 quoting ref. PSD 20 Closing date 16.10.87.

## Professional Assistant

£13,890-£15,038

Kingston upon Thames

This post is suitable for graduates with teaching experience who wish to enter education administration or who are currently employed in an Education Department and seeking career progression.

You will be required to provide professional and administrative support for senior education officers, initially in the Teaching Personnel Division.

Energy, adaptability and an ability to relate well to people are essential requirements for this interesting and demanding post.

Further details and application form from: Education Dept. (NTP Section), County Hall, Kingston upon Thames KT1 2DN, Tel: 01-541 8890. Quoting Ref NTP 98, returnable by 12.10.87.



**SURREY  
COUNTY COUNCIL**

## Assistant Education Officer (COLLEGES) £16,305-£18,714

The Further Education Division requires a person to undertake a wide variety of duties providing professional assistance to the Senior Education Officer (Further Education) over the full range of activities including WRN/AE and NAFE planning.

We are looking for someone with relevant experience in vocational and educational training; a good administrator with drive and the ability to work effectively under the pressure of tight time schedules.

This is an ideal opportunity for the right person to gain valuable career experience.

Application form and job description available from the Education Personnel Unit, Education Department, PO Box 88, Civic Centre, Silver Street, Enfield, Middlesex EN1 3XQ. Tel: 01-868 9857. Quota reference DE/868/247. Closing date 9th October 1987.

(50530)

London Borough of

An Equal Opportunity Employer

**Enfield**

LONDON BOROUGH OF BARNET  
DIRECTORATE OF EDUCATIONAL SERVICES

## Careers Service - Careers Officers

SALARY: Scale 5/6 £9,528-£11,385  
per annum inclusive

Following an expansion of our Service we have three vacancies for experienced or newly qualified Careers Officers. We would also like to hear from those about to complete their Diploma in Vocational Guidance.

Closing date 8th October, 1987

Ref. 603/823

Application forms available from the Recruitment Office, London Borough of Barnet, 16/17 Sentinel Square, Brent Street, Hendon, London NW4 2EN. Telephone 01 202 8262, ext. 2372 (01 202 8602 outside office hours).

(50523)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

**LONDON BOROUGH OF BARNET**

## Education Department COUNTY CO-ORDINATOR for the Extension of Technical and Vocational Education (TVEX) Solbury Headteacher Group 9 £18,075-£19,587

The County is preparing to submit a proposal to the Manpower Services Commission to extend a TVEX programme to all its schools and colleges, commencing in September 1988. A pilot TVEX (second phase) project has been operating since 1984 in four schools and two colleges of further education. This will be an exciting and challenging key post within the advisory service to co-ordinate the future development and funding for the Extension. It is hoped that the person appointed will take up post in January 1988 to assist with planning for the Extension. For further details of the post and application forms, please send a stamped addressed envelope to the County Education Officer (ref PNT/18/EN), Education Department, County Hall, St Anne's Crescent, Lewes BN1 1SG.

Completed forms should be returned by October 9. East Sussex is committed to equal opportunities.

(50555)

## Senior Careers Officer (Development)

£9,968-£10,647 (two posts) - the TVEX Project Team involved in the Extension Programme requires two Careers Officers in possession of the Diploma in Careers Guidance with not less than three years experience as a General Careers Officer.

Resettlement and removal expenses up to £800 payable in approved cases. Car allowance and car loans available and assistance with temporary housing accommodation.

Informal enquiries to A. Wallis, Principal Careers Officer, on Dudley (0384) 55433, (ext. 4270). Further details and application form from Chief Education Officer, Administrative Section, Westwood House, 1 Trinity Road, Dudley, West Midlands (tel. Dudley (0384) 55433, (ext. 4250). Closing date 8th October.

**DUDLEY** Equal Opportunity Employer  
Metropolitan Borough



**DONCASTER**  
Metropolitan Borough Council

## Education Department DEPUTY DIRECTOR OF EDUCATION

£23,076-£25,383 per annum (Pay Award pending).

Applications are invited for this post, which becomes vacant on the retirement of the present holder. Candidates should be good Honorary graduates with a background of varied and successful educational administrative experience of senior staff level. He/she will need to be strongly motivated and able to participate in leading a highly professional team, have demonstrated commitment and drive in previous posts and be able to form good relations with a variety of other professional staff at all levels in the Directorate, the Authority, colleges, schools and outside agencies and with elected members.

A car allowance and relocation assistance will be provided. Application form and job description available from the Chief Executive, (Personnel Section), 2 Priory Place, Doncaster, DN1 1BN. Telephone Doncaster 734060, to whom completed forms should be returned to no later than 8th October, 1987. WE ARE AN EQUAL OPPORTUNITIES EMPLOYER. Applications from disabled persons are welcome.

(50555)



**BOROUGH OF  
South Tyneside**

South Tyneside is an Equal Opportunities Employer and applicants are considered only on the basis of suitability for the job.

## Education Department Principal Administrative Assistant

£12,882-£13,890 p.a.

This is an important post with responsibility for the work of school governing bodies. There will be opportunities to show initiative and become involved in the development and implementation of a variety of LEA policies affecting schools.

You should possess a degree and have sound experience of the Education Service in Schools or Colleges or in a Local Authority.

Application forms from the Chief Personnel and Management Services Officer, Westwood Hall, Westwood Village, South Shields. Tel: (091) 4554986. Closing date: 9th October 1987.

(50555)

## WILTSHIRE COUNTY COUNCIL Education Department WILTSHIRE TRAINING SCHEME YTS AREA MANAGER Swindon

Scale: 901/2 Salary: £11,070-£12,882 per annum

The Wiltshire Training Scheme is the County Council's own managing agency for the Youth Training and New Job Training Scheme. Its Youth Training Scheme is the largest YTS Managing Agency in Wiltshire, offering high quality training in a broad range of occupational areas. The post is responsible for managing a multi-occupational scheme within the area catering for approximately 300 basic trainees.

The successful applicant will have a sound working knowledge of YTS and experience of managing in a training environment. An enthusiastic approach together with the ability to work in close co-operation with all outside agencies involved with young people, training and education is essential.

Applicants must hold a current driving licence and have access to their own transport, as travelling during the course of their duties will be required.

Further details and application form from the Chief Education Officer, (STN/JB) County Hall, Trowbridge, Wiltshire, BA1 4JB, telephone 02214-3841 Ext. 2480. Returnable by 12th October 1987. Please quote reference 687.588.

AN EQUAL OPPORTUNITIES EMPLOYER (50522)

## ADVISE: FOR MULTI-CULTURAL EDUCATION

Salary Scale: (Soulbury H.T. Group 6 (6-4) £18,075-£19,587. The Authority is looking for a successful and well qualified teacher with varied experience at senior level in schools and/or colleges in the field of multi-cultural education. Experience in teaching education at initial and/or in-service level is desirable as would experience of advisory or advisory teacher work with local education authority. The post is available from 1st January 1988.

Advise: In Avon have a general area responsibility for a group of schools in addition to working in their specialist field.

The Authority is looking for someone with enthusiasm for and commitment to the education service who is able to initiate and initiate successful administrative, and who has the sensitivity of personality to establish and maintain good personal and professional relationships with principals, headteachers, teachers and departmental colleagues.

The Education Department is currently undergoing a major restructuring and this post may be subject to change in the future.

Application by form only, available with further details from the Director of Personnel Services, PO Box 270, Avon House, The Haymarket, Bristol, BS99 7HE, or telephone Bristol 220005 (Answer as this number after office hours).

Please quote Reference number: EDU/1280/00 when asking for forms which must be returned by 9th October 1987.

Education Department (50585)

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation.

**Avon  
COUNTY COUNCIL**







